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ABSTRACT

This monograph presents summaries of the presentations and of the outstanding youth involvement programs which were described at the National Symposium to Decrease Violence, which was held to recognize the importance of youths' involvement in the solution of their own problems. These summaries, from program directors, educators, and youths, deal with the causes and prevention of delinquency and the importance of youth involvement. Approaches to reducing school violence are reviewed, and the importance of developing student leadership is discussed. The proceedings also list the criteria for the selection of youth programs deserving awards, and descriptions of the programs which have won national awards for outstanding youth involvement. Programs which have won certificates of meritorious recognition are also described. A list of symposium presenters and the symposium program schedule are also included. (JAC)

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FOCUS ON YOUTH

SECOND NATIONAL SYMPOSIUM TO DECREASE VIOLENCE

YOUTH INVOLVEMENT AND JUVENILE JUSTICE PROGRAMS

RENO, NEVADA
January 9-12, 1983

Sponsored by:

National Council of Juvenile and Family Court Judges
University of Nevada Reno, Division of Continuing Education

Constitutional Rights Foundation
Far West Laboratory for Educational Research and Development
Law in a Free Society/Center for Civic Education
Youth Services Division, State of Nevada
United States Department of Education, Region IX

EDITOR: Adele Somers, Ed. D. 1983

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University of Nevada Reno
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APPRECIATION

Virginia Cain, Adele Somers and Jim Toner, Program Directors of the Second National Symposium to Decrease Violence, extend SPECIAL THANKS to:

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The monograph of the proceedings of the SECOND NATIONAL SYMPOSIUM TO DECREASE VIOLENCE: YOUTH INVOLVEMENT AND JUVENILE JUSTICE PROGRAMS includes summaries of the presenters and outstanding youth involvement programs to decrease violence. It is hoped that this publication will inspire additional youth involvement and juvenile justice programs in educational institutions and communities.

SPONSORS

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SECOND NATIONAL SYMPOSIUM TO DECREASE VIOLENCE: YOUTH INVOLVEMENT AND JUVENILE JUSTICE PROGRAMS

The First National Symposium to Decrease Violence was established in 1980 to provide a forum for the exchange of programs to decrease violence in schools and communities. The value impact has been nationwide. The National Symposium is focused for policy makers and practitioners in the fields of education, juvenile justice, law, corrections, medical and health services, law enforcement, community programming and those working in a broad range of human services resource systems for YOUTH. The faculties of universities, national organizations, youth involvement programs and nationally-known authorities share their expertise. Youths are involved as reactors, presenters, participants, performers in a musical presentation and demonstrators of youth involvement activities at display tables.

The program directors, Virginia Cain and Jim Toner of the National Council of Juvenile and Family Court Judges, and Adele Somers, Ed.D., Continuing Education at the University of Nevada Reno, reached out to agencies, organizations and individuals who are concerned and care about the well-being of youth. Organizations cooperate by mailing and distributing brochures, announcing the Symposium in newsletters and at meetings and sponsoring presenters and participants. Press releases and brochures are sent to journals, periodicals, newspapers and the media. The Symposium is self-supporting through registration fees. In an attempt to make it possible for all interested persons to participate, partial scholarships depending on need, are offered.

The final presentations resulted from a call for papers for presentations on youth involvement programs. In addition, Jerry Laughlin, Curriculum Attorney; Dean Louis McHardy, Executive Director; and Jim Toner, Training Director of the National Council of Juvenile and Family Court Judges provided presenters from the "National Seminar on Research and Serious Juvenile Offender" conference which was conducted in Reno during the same time.

Nominations were accepted for the National Awards Youth Involvement and Juvenile Justice Programs, and entries were judged by a select committee of sponsors of the National Symposium. The outstanding programs were recognized by the presentation of plaques, and certificates for meritorious recognition at the National Awards Banquet.

The National Symposium recognizes the importance of youth involvement toward the solution of their own problems, the development of the relevant educational and recreational programs and youth participation in community activities. The efforts, team action and finances of many persons contributed to a successful and significant National Symposium to Decrease Violence.

INTRODUCTION

Neal A. Ferguson, Ph. D., Dean, Continuing Education
University of Nevada Reno

It is a pleasure for me to be accorded the opportunity of appearing before this the Second National Symposium to Decrease Violence. In a time of shrinking resources, it is more important than ever that we combine our efforts in a cooperative and mutually helpful effort, especially to discuss such an important issue as the one with which you are here concerned. It has been said often enough, but it is no less true for being commonplace: our future is our youth. It is altogether fitting that you, today's leaders, pool your knowledge, insights and supportiveness in your efforts to understand and mitigate the destructive behaviors manifested by a small but distressing segment of American youngsters. I welcome you and am pleased to be able to extend to you the hospitality of the University of Nevada Reno.

Dean Louis W. McHardy, Executive Director
National Council of Juvenile and Family Court Judges

The National Council of Juvenile and Family Court Judges is pleased to be a contributing force for this Second National Symposium on Youth Violence - Focus on Youth. NCJFCJ has been committed to improving the quality of juvenile justice since its inception in 1937.

Interdisciplinary communication among agencies and positive action programs to recognize and protect the youth potential are essential to the development of our nation's greatest resource--its youth. At the same time, we are working together to protect the integrity of the family unit by reinforcing the understanding of needs of youth by parents, the school and the community. NCJFCJ encourages future activities to implement these programs and to develop new ones that constructively utilize the energy and talents of the youth of America.

A TRIBUTE TO DANIEL C. JORDAN: VISIONARY, EDUCATOR AND HUMANITARIAN

Harry P. Massoth, Former Executive Director, National Conference of Christians and Jews of Northern Nevada; Researcher, Gallatin Valley Seed Company, Idaho.

Daniel Jordan, Dean of Education at National University in San Diego, California, addressed the First National Symposium to Decrease Youth Violence. Tonight Dr. Jordan cannot be with us. Tragically, he was the victim of a savage death at the hands of an unknown murderer. His death serves to emphasize the unprecedented importance of the goal of this conference: namely to share, discuss and implement programs aimed at decreasing violence in schools and communities.

The work of Dan Jordan and his colleagues will have a lasting impact on the educational experiences of future generations. He designed the ANISA Model, "....a master plan for equalizing educational opportunity by dealing with technological, moral and aesthetic values which are unavoidably implicated in the broader issues of survival." ANISA is based on a root word meaning "The Tree of Life." The fundamental premise in the model's philosophy is that man/woman is an organism at the apex of creation, endowed with an infinitude of potentialities; that creativity--the capacity to translate potentiality into actuality--defines his/her essential reality. It is the obligation of the educational system to insure that every child learns how to release that potentiality.

At the National University in San Diego, Dr. Jordan developed the Human Development Center to maintain a parent-teacher training center to exemplify human development knowledge made active. The ANISA school, K through 12th grades is designed to test, demonstrate and refine the ANISA philosophy. The purpose of the school is to emphasize the need to infuse both schools and families with a new vision of human potential. Finally, but most important to this conference is the program aimed at street gangs in National City. Here Dan hoped to demonstrate that ANISA's humanistic approach could help decrease crime, racial tension, social and self-inflicted forms of violence.

In his booklet, "Applying Knowledge of Human Development," Dr. Jordan writes, "While I believe that what we are proposing is ultimately attainable, I recognize that there is a great contrast between what we have now and what we could have if the family, school and community were reconstituted on a foundation of human development knowledge...In essence, it is the adventure of making human development knowledge active in homes and schools, alive in the behavior of parents and teachers and munificent in its long-range impact on human biological, sociological and cultural evolution."

Thus we are proud to dedicate this Second National Symposium to Decrease Youth Violence to the life and work of Daniel Jordan. May his indomitable spirit and his extraordinary faith in the goodness and potential of humankind inspire us to achieve those goals to which he dedicated his entire life.

STUDENT INVOLVEMENT AND POSITIVE COMMUNICATION

Adele Somers, Ed. D., Community Development Consultant, University of Nevada Reno

The findings of many studies suggest that love-oriented methods of reasonable communication tend to produce non-aggressive children.[1] According to the social learning theory of aggression, aggressive behavior is acquired through observation, family influence and the mass media.[2] Only recently have views on physical punishment started to change due to improved understanding of child development, awareness of children's rights and clinical studies demonstrating that physical punishment tends to increase aggressive acts.

Disruptive behavior calls for dialogue. Support systems are needed for students, parents and educators. Every school should have a time-out or referral center staffed with a teacher-counselor and college student aides who major in counseling or psychology. The teacher-counselor position could be rotated every one or two years to enable classroom teachers with counseling background to assume this role. Parent counseling and parent education are important components to the socialization program. Students can be counseled and tutored in a calm and constructive educational environment to develop social and coping skills to function effectively in the classroom so that other students may pursue their education. Academic and vocational achievement is not possible unless educational institutions become involved in the socialization of youth.

Student involvement programs such as student courts, human relations councils with grievance procedures, law-related education projects including mock court proceedings, community improvement projects, work-study programs with relevant curriculum, sports, after school activites, peer counseling, peer tutoring, tutoring in elementary schools, school beautification projects, peer teams to orient new students to school, the development and maintaining of school regulations and standards assist in decreasing youth violence. The Second National Symposium to Decrease Violence facilitates linkages between higher education institutions and practitioners with the purpose of implementing research findings into action programs to develop positive self-concepts and self-responsibility in youths.

At the First National Symposium, a gentleman asked, "Who will take responsibility for change?" Collectively and individually we must take responsibility to improve schools and communities.

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   Sheldon Glueck and Eleanor Glueck. Delinquents and Non-Delinquents in Perspective. Cambridge, Mass.: Harvard University Press, 1968.

2. Albert Bandura. Aggression: A Social Learning Analysis. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1973.

PUTTING SERIOUS JUVENILE CRIME IN PERSPECTIVE*

Hunter Hurst, Ph. D. Director
National Center for Juvenile Justice, Pittsburgh, Pennsylvania

With stories dotting the media, it is not surprising that we perceive violent crime, including violent crime committed by juveniles, to be one of the most serious problems facing our society today. The fear of becoming victims ourselves causes us to take precautions in our daily lives. As a result the public is calling for changes in both the adult and juvenile justice systems.

To place violent juvenile crime in perspective, we must understand the volume and growth of violent crime in general. It is impossible to determine exactly how many violent crimes are committed in the United States annually, since many are never reported to official sources. However, each year the FBI produces estimates of the number of crimes reported to police departments across the country. The authors of the FBI reports emphasize that law enforcement agencies cannot know the total volume of crime committed, because many criminal actions are not reported to police. In fact, the National Crime Survey estimates that more than one-half of all violent crimes are not reported to police. Those who would use changes in the volume of reported crime as a measure of growth in crime must, therefore, be aware of the possibility that any change may be the result of a change in victims' willingness to inform law enforcement agencies of criminal events.

In summary, FBI arrest statistics show that, between 1970 and 1980, the number of both juvenile and adult violent crime arrests increased, with the increase being greater for adults. The results also indicate that the rate of juvenile arrests for violent crimes, a statistic which controls for changes in the size of the juvenile population, generally increased during the decade of the 1970's. However, that increase may, in part, be representative of a greater cooperation between society and law enforcement agencies, given that the National Crime Survey reports considerably less increase in the actual number of violent acts than the reported crime figures indicate.

What to do about violent juvenile crime is one of the major social issues of the 1980's. However, before proposals for dealing with this problem can be made and seriously considered, we must have an accurate understanding of the true scope of the problem, its characteristics and trends. The National Crime Survey estimates that between 1973 and 1979 the number of violent crimes experienced by Americans increased by approximately five percent, and that after controlling for growth in population the rate of violent crime actually decreased. Over the decade, juveniles accounted for about 20 percent of all arrests for violent crimes; and although the number of arrests of both juveniles and adults for violent crime increased, the increase was greater for adults. In addition, an examination of the characteristics of violent crimes committed by juveniles indicates that juvenile violent crimes were less serious in terms of physical harm and economic loss than adult violent crimes. It is now the task of those who would assume the responsibility to incorporate this knowledge into the development and implementation of policies and programs designed to impact on the serious problem of violent juvenile crime.

*Summary - "Violent Juvenile Crime: The Problem in Perspective." Howard N. Snyder.

PREVENTION OF SERIOUS DELINQUENCY

Joseph G. Weis, Ph. D., Director
Center for Law and Justice, University of Washington, Seattle, Washington

A large proportion of serious property and violent crime is committed by juveniles. It is also known that a small percentage of all juvenile offenders account for a majority of serious offenses. The arrest records of these individuals are indicative of only a small part of their total delinquent activity. While it is commonly believed that delinquents specialize in particular offenses--for example, violence--empirical evidence does not support this. The evidence suggests that the most useful distinction is between serious and less serious offenders. Coupled with this knowledge is the fact that techniques normally used to predict individual delinquent and other dangerous behaviors are not adequate to justify corrective interventions concentrating on "high risk" individuals. Therefore, the prevention of serious juvenile crime must be placed within the context of what we know about prevention in general and the correlates and causes of delinquent behavior.

Historically, the favored societal reaction to juvenile delinquency has not been prevention but control or correction in an identified group of juvenile criminals or predelinquents within the juvenile justice system. Since there has been little evidence that such an approach has been effective there has been a shift in philosophy in the 1960's and 1970's to a system of legal control of serious juvenile criminals and community service for prevention. But techniques of prevention based on theoretically and empirically sound criteria have been missing. Since 1977 the National Center for the Assessment of Delinquent Behavior and Its Prevention has been assessing literature and data on causes and theories of delinquency and on promising strategies of prevention. From this effort it seems clear that the most powerful theory is an integrated model derived from social control and cultural deviance theories. Social processes which prevent delinquency occur in social institutions (family, school, peer group, community) in the course of activities directed essentially toward positive youth development. Preclusive and corrective prevention must be focused on those institutions and applied at appropriate points in the social developmental process.

Interventions with individual serious delinquents have limited value for remediation, since serious offenders, including offending groups such as gangs and serious offenses are concentrated in particular neighborhoods within cities and urban areas. These high-risk communities tend to exhibit weakened institutions of socialization; therefore, those social processes which can prevent delinquency are less effective. Intervention into serious delinquency which includes but is not limited to violent crime, should focus on organizational change within the major socializing institutions and given the importance of the high-risk neighborhood for serious delinquency, special emphasis must be placed on community-based strategies.

The National Center for the Assessment of Delinquent Behavior and Its Prevention assessment activity has identified interventions which show promise for delinquency prevention in both general and high-risk populations, with certain programs of special relevance for the latter. Among those discussed are community organization, youth development projects, community committees (based on the long-standing Chicago Area Project), community improvement projects, parenting training, community crisis intervention services, surrogate families, personalized education, alternative schools, peer leadership groups, gang crisis intervention, and so on. The paper concludes with a number of recommendations regarding what to do about the prevention of serious delinquency.

FOCUS ON YOUTH

Ada Cook, Director of Special Program
University of Nevada Reno

Many articles have been written and much reporting has been done on youth violence and vandalism. I salute Dr. Somers and Continuing Education in making possible this Second National Symposium to discuss and possibly arrive at some preventive measures for these problems. The best solution for any problem is the preventive method.

In addressing the needs and problems of youth, it is important to involve all segments of the community, which this Symposium aims to do.

According to the Sourcebook of Criminal Justice Statistics - 1981 published by the Criminal Justice Research Center, Albany, New York, violence and vandalism is present in all races. Even more alarming, in keeping with this report, is the high percentage of violence and vandalism beyond the traditionally known youth age categories (18 and above). Further tragic statistics tell us that larceny-theft and driving under the influence-percentages are even higher than vandalism among this same age group. Educators, parents, clergymen, businessmen and social groups could spend an eternity debating the causes of youth crimes. Such a lengthy debate would do nothing to correct the situation. We must, as soon as possible, assume the responsibility both collectively and individually for finding the preventive measures that will save our youth. We must dedicate our efforts to saving our human resources.

"OUR SOLUTIONS TO VIOLENCE --- TELLING IT LIKE IT IS."

Washoe High School Students
Facilitated by Candy Fife, Educator

Guy Haley, age 15

Lots of violence is caused by alcohol and drugs. Drug related violence is when a person is normally nice, never fights or seems to get angry, but when under the influence of a drug gets violent and has a complete personality change. The drug that usually causes such violent changes is alcohol.

In looking for solutions, it is important to realize that the person obviously has pent up anger or frustrations he or she cannot cope with, so he/she turns to a drug. First you have to find out what the person's mentality is. Why is the person using a drug?

Next you ask the person to remain sober for a set time and deal with the problems that may arise in a non-drugged state of mind. If the person cannot remain straight, he/she may be in need of professional help. Once a person can deal with their problems without drugs, they can begin to believe in themselves. They also can begin to see that violence solves nothing. If you can help a person stay sober, you not only have helped solve some of his/her problems, but you have also made the whole world a little brighter.

Valerie Vaughn, age 15

To stop violence we should stop the use of alcohol and drugs. All alcohol and drugs should be illegal. When people get drunk, they get violent. When people are on drugs, they get violent. These mind altering substances make people do things that they later regret. People don't even know what they are doing, and they don't even realize that they are being violent.

Parents, schools and churches should focus more on non-violence. Kids should be taught to walk away from fights, not to start them. Maybe kids should be encouraged to go to church on a regular basis until they are old enough and mature enough to make wise decisions.

Craig Walker, age 18

I think that the only solution to violence is to start the training in the home. We should teach the parents to treat their Children with love and to discipline their children non-violently. We should teach men and women to show their feelings wholesomely instead of with violent acts done out of desperation.

I feel that the problem of violence is out of hand for older generations, but if we start now with the younger generations, we will have a chance of stopping this outbreak of violence in our country.

Dave Pritchard, age 17

Violence is caused by a great many things. Fear is probably the biggest factor in violence--fear of death, fear of loss, and fear of things that happened in the past (fights, abuse, rape, etc.). Fathers and mothers who abuse their children usually don't realize that it will reflect on the child when he/she is an adult, probably causing that child to do the same to his/her child. Yet the parents aren't all at fault either. Society and all of the pressures are also to blame.

Tom Gongaware, age 16

Each individual person can help solve the problem of violence by the way they raise their children. If they are not violent with their children, maybe their children won't be violent with their children.

Bruce Roberts, age 17

I think that if we want less violence and crime, we have to talk about it more on T.V. and radio. People listen to and watch a lot of T.V. and many people in the community can be reached. People who are victims of violence should be on T.V. and tell some of their stories about what happened and how hard it was on them. The whole community needs to get involved in finding solutions. Most people don't care unless they see these things and spend time really thinking about these problems.

Annette Foelkl, age 16

Violence comes from anger and fear. To help stop violence we need to calm down when we are angry and look at all angles of a situation. If the problem is not resolved, we need to talk to the person or people who angered us and try to work things out.

Brent Lappin, age 18

In stopping violence, I think communication is the key to "the whole ball game", along with a few good strong arm laws. Techniques to stop violence might be religion, pink rooms and music therapy. These would serve as definite counseling services to help in treating violent people. For youth there is a good chance of rehabilitation, but as the person gets older the chances for rehabilitation get smaller.

Lori Radtke, age 15

Preventing violence is an individual responsibility. The only way a person can get mad or get violent is if they allow themselves to. If a person can handle things without getting mad, things are a lot better. Fighting is an immature way to solve problems.

Cindy Rosendale, age 15

To prevent violence people should pass laws to discontinue the use of guns and knives. Neighbors should watch out for each other. Judges shouldn't be so lenient towards rapists, murderers, child molesters and child abusers.

Connie Continelli, age 18

To prevent violence, maybe the T.V. networks should not be allowed to show as much violence as they do. Maybe they should show more educational programs. More participation from the community is needed in helping solve the problems of violence. A lot of people just turn off to the problem and don't realize that any act of violence could happen to them. We all need to get involved.

Brandon Charles, age 17

I believe that if we want to stop personal violence, people must learn to be open with their feelings. We also need to be able to accept other people's opinions about us. It is important to learn how to communicate.

Autum Godtfredson, age 16

Communication is important in stopping violence. If people were more open with each other and didn't judge and stereotype each other, there wouldn't be as much violence.

SOLUTIONS TO YOUTH VIOLENCE

Lisa D. Brown, age 17, Washoe High School

Reasons for violence and some possible solutions:

1. Not enough attention from family and/or parents

I feel that the solution here is more easily said than done. Many kids simply need more attention from their mother and father. The problem is that in today's world of two income families, there often isn't enough time to spend with the kids. I think it is a good idea to appoint a certain time each day or a few days a week to spend time with your children, talk to them, try to understand them, and guide and help them through the rough spots. For younger children, any time of day is probably fine. For older children, morning or mid-day might be best, because in the evenings teenagers often turn their attention towards things other than the family--they want to be with their friends, go out on dates, talk on the telephone or even just watch T.V. Maybe parents could spend time with older children in the morning before work and school. They could have breakfast together and talk. A mother or father could meet their children for lunch in a neutral setting.

Parents need to be more open towards their children concerning curfews, boy/girlfriends,drugs, friends, school, etc. True, teenagers don't always make the right decisions and don't always do what is best for them, but when parents nag too much or constantly push too hard for their children to change their habits, kids retaliate even more than before.

2. Boredom -- many kids, bored with family life and school and unable to find work, take their frustrations out in violent ways.

A good way to diffuse this "bored" violence is to have more programs where teenagers can learn job skills (and if possible, get paid for learning), make new friends, etc. There should be more physical outlets for teenage energy. We need places where kids can go to participate in sports programs, recreation, explore their creative talents, learn ways to help their community, etc. Students should be allowed to participate in city wide sports leagues. They could do art projects and sell them at art shows put on by the school. Earning money for something they created with their own hands and learning new skills makes anyone feel good about themselves. A positive self-image is sure to promote positive, non-violent behavior.

3. Peer pressure--many teens are pressured by their friends into committing violent acts.

Teenagers need to try to convince their friends not to commit violent acts. If teenagers face a negative reaction from their friends and peers, they will be less likely to commit violent acts. Also, teenagers need to realize that there are many victims when an act of violence is committed. They themselves are victims, as well as their families and friends.

This "positive peer pressure" can take many forms. A students' jury could try students who commit violent acts at school. Teenagers could form groups such as the "Guardian Angels". "Scared Straight" programs can also work. These are all programs that are being used and are working in many parts of the country, but they could be used much more widely than they are now.

Teenagers who are against violence need to speak out and make their opinions known. When their friends commit an act of violence, they need to say, "Listen, I don't think that was a good thing to do." I think that some teens are afraid to put their friendship on the line, but they need to realize that a true friend will respect the friendship enough to see that your wish is to help them become a better person and keep them out of trouble. The result could be a lost friend, and in that case, the friend wasn't a good one anyway. On the other hand, the friendship could be strengthened.

4. Growing up with violence

Many kids grow up with violence in the form of child abuse and/or wife/husband battering. We need to help kids who are victims of this kind of violence. They need to understand what has happened to them. We need to help them overcome the problems and insecurities caused by this violence.

Another aspect of this kind of violence is helping parents who abuse their children realize just how much mental damage they are causing. Every effort should be made by authorities to get children who are being abused away from the abusive parent, either to the home of a relative or friend, where they will be properly cared for. If necessary, a temporary or permanent foster home might help the problems.

5. Other causes of youth violence

Nazi Youth
Cult activities
Ku Klux Klan
Street gangs
A desire for public recognition

I don't know much about these problems and how widespread or serious they are. I personally feel that groups such as "Nazi Youth", "Ku Klux Klan," and any other organization that threatens civil rights of groups of people should be against the law.

6. One last word

I think it could be possible that many things that to adults do not constitute violence, could be seen as violence from the eyes of a small child. Things as simple as:

-Slamming down the telephone
-Yelling at a child, pet or spouse
-Slamming a door
-Using violent language (especially when the child has been told not to use the words in question)
=Banging pots and pans in anger when cooking or utensils when eating
-Violently ripping a paper or cloth
-Hitting anything--a door, a pet, a child
-Seeing parents take pleasure at seeing many forms of violence on T.V. (such as gun fighting, sword fighting, sports such as boxing, car crashing, etc.)

Violent television shows negatively affect children of all ages and even many adults. The obvious solution is to remove offensive shows from the television or at least take them off prime time when children are likely to be watching.

I know now what I want in life
And what I'd like to give.
I just hope it's not too late
to change the way I live.
My parents knew it all along
But somehow I went astray.
I want to be healthy and strong
I want to love and pray.
God? Just give me one more chance
I need a wholesome soul
Let my heart sing and dance
Just take away the cold.
Mom and Dad don't lose your hope
I'm going to turn a new leaf
I can't handle all this dope
I'll be good... you'll see
Jeff, please say you're on my side
Let these be your goals too.
With me and you together forever
There's nothing we can't do.

To: Jeffrey Boobar

From: Robin Lawrence 9/22/82
Reagan High School
Austin, Texas

Why do kids want to do drugs?
Is it peer pressure, society or fun?
Why would someone want to mess up their mind?
Is there too much reality to face?

Are there too many problems with unreachable answers?
Is drugs an easy escape?
You'll be escaping into a dark tunnel,
where there may not be a light at the end.

Why are kids on drugs?
In my opinion it's stupidity!

(from one who has been on drugs)
Reagan High School
Austin, Texas

EFFECTIVE STRATEGIES FOR REDUCING SCHOOL VIOLENCE THROUGH INTERAGENCY COOPERATION

Rory Elder, Crime Prevention/Education Specialist
Glen Scrimger, Supervisor, School Safety Center
Office of the Attorney General, California Department of Justice

Violent crime has entered the schoolhouse. For many teachers and students, the issue is no longer learning, but survival. The crimes include rape, murder, extortion, assault, robbery, vandalism and arson.

A report released in 1981 by the California Department of Education indicated some of the following findings:

-A total of 105,328 incidents of crime and violence were "reported" in a five-month period in California schools.

-Two dozen California public school teachers were assaulted every day (usually by their students) and an average of 215 youngsters were attacked daily while on public school grounds.

Recent California newspaper headlines confirming this explosive situation read like a casualty list from a war zone:

-"Student kills teacher and wounds 2 classmates before cops shoot him." (San Jose Mercury News, March 20, 1982)

-"Boy, 11, tries to shoot his teacher in Susanville." (The Sacramento Bee, March 30, 1982)

-"Vista students flee their classroom when bullets fired through wall." (Bakersfield Californian), January 8, 1981)

Acts of violence are occurring with increased frequency and greater severity in schools regardless of geographic location or per capita income--often to such a degree that the effectiveness of some schools as places of learning has been largely destroyed. The consequent fear, disgust and frustration often causes teachers, parents and students to feel like helpless victims of hopeless circumstances.

Violence does not have to be tolerated and accepted as an everyday fact of life. Violence is symptomatic of stress and other factors which contribute to conflict and acting-out behavior. Violence is learned behavior, therefore, it can be managed and it can be changed. Schools and communities must become knowledgeable about, and commit themselves to those resources which impact violence and prevent victimization.

Proactive rather than reactive strategies to school security are imperative and must involve a varied, comprehensive effort. The school community -- students, teachers, administrators, parents, neighbors, business, law enforcement and civic groups -- must all become actively involved in prevention if campus safety is to be restored. Interagency cooperation is essential. Interagency cooperation reduces the risk of redundancy, inconsistency and fragmentation when attacking specific school crime and delinquency problems.

Interagency cooperation is a complete systems approach utilizing all resources necessary to effectively plan for, intervene in and resolve conflict. Interagency cooperation is a primary mechanism for the prevention of serious violent offenses. Only through collective action can diverse resources be effectively mobilized.

The school community is vital to providing a successful transition from youth to adulthood. The School Safety Center staff will discuss:

1) factors which affect school crime;

2) recommendations to reduce school crime;

3) how to develop and implement an effective interagency coordination project;

4) how to identify your school crime problem and provide intervention strategies which work;

5) successful programs and resources; and

6) provide an update on recent technological advances and innovations in school security.

School crime will not disappear as if by magic. Change will only occur when the community demands improvement and accountability. The school crime problem is complex and therefore, requires a multi-disciplinary approach for a permanent rather than a "Band Aid" solution. One agency cannot, nor should they be expected to do it alone.

WASHOE COUNTY SCHOOL DISTRICT'S EFFORTS IN YOUTH INVOLVEMENT PROGRAMS

Leonard F. Dalton, Ed. D., Superintendent

The Washoe County School District has embarked upon a series of programs which lend themselves to providing an increased opportunity for students to be involved in positive activities in order to reach a fulfillment of goals leading towards terminal career activities or partial occupational skills that can help pay their way through college. It is the belief of the Administration and the Board of Trustees of Washoe County School District that students engaged in positive activities that lead toward a specific goal fulfillment tend to have the effect of springboarding that student from one positive growth level to another. These students are best served by a heavy participation of business/industry, consequently, the following type programs have begun or are in the process of being implemented at this time.

1. Satellite vocational education programs in which juniors and seniors may choose to learn an advanced career skill by taking part of their school day at a specific school location that offers advanced vo-tech programs such as: machine shop, building trades, printing, day care operations and other valuable occupational activities.

2. An Academic Olympics program has been initiated to stimulate the intellectual and academic excellence on the part of students in which the competitive spirit inherent in American youth is capitalized upon to encourage greater growth of academic achievement in all disciplines.

3. A program is being studied that would provide a daily demand scheduling opportunity for seniors who can at any given day or week, prove that they have earned the right through their performance to order their own schedule. The time then may be utilized to work with professors one-on-one on research projects at the University or work with business and industry executives on a shadow type program in which they would learn the intricacies of business management.

4. A dropout program for potential and current academically talented dropout students has been established with the University of Nevada, Reno in which high potential students who have become frustrated with the regimentation of the traditional high school setting can be reoriented in a program geared to reestablish them back into a goal oriented program.

The Washoe County School District is also working with the business and industry community to develop an anti-crime, anti-shoplifting program. One Saturday a month, a program is scheduled for referrals from the local courts whereby people picked up for shoplifting are referred to a behavior modification program to change their attitude towards shoplifting.

It is hoped that this program will grow in terms of referrals, that enough data will be available to provide the schools with a preventive shoplifting anti-crime program that can be implemented into the middle school classes.

The Washoe County School District is working with the judicial college to arrange field trips and guest lectures to encourage a greater involvement of law related studies and discussions between that institution and the middle and high schools' social studies programs.

The Washoe County School District is in the process of developing an adopt-a-department program with the local industries in which the industries will adopt a specific business or industrial arts department within a school to counsel them concerning the updating of equipment and to place students on the job training in their business or industry in order to ensure that the students being trained in the schools in that department are in fact training on up-to-date current equipment and that schools are not training students for obsolescence. In turn the students, through their on the job activities will give the industries an opportunity to select at no cost to them, students who are ready to enter the job market with the skills they need specifically oriented towards that particular industry. These opportunities for both an improved relationship between industry and the schools as well as an improved skill level for the students and enhancement in terms of potential income is believed to be a boon for the future in terms of reduced frustration and problems in the way of crime and other similar activities.

In summary, it is the strong belief of the Administration at the Washoe County School District with the support of the Board of Trustees that the Washoe County School District through its efforts to work closer with the institutions of higher learning and the business and industries in the community, that we will develop a cohesive goal oriented type program that is beneficial both to the students themselves, the parents and the business and industries through these cooperative ventures. Ultimately, the students trained will be earning more money, be more satisfied and be less likely to enter into petty and major crime activities.

CREATIVE APPROACHES TO DECREASE VIOLENCE IN THE SCHOOLS

Caroline Gillin, Ed. D., Deputy Secretary Regional Representative, U. S. Department of Education, Region V, Chicago,Illinois
Jacqueline Lougheed, Ph. D., Professor, Oakland University, Rochester, Michigan

Over the years the authors have been involved in a variety of program and research efforts in schools, youth serving agencies and institutions of higher education. Some of these efforts have been designed to impact on disruptive and destructive behaviors of young people and to improve the efforts of teachers and staff working with these young people. From these efforts it has become extremely clear that careful consideration must be given to program dimensions and institutional climates. Undergirding these program and climate considerations are two major premises which are essential if we are to be successful in decreasing violence, disruption and destruction by young people. These premises are: 1) The higher the level of student participation in activity development and decision-making, the greater the probability that this participation will positively impact student behavior and attitudes; and 2) When students perceive an environment and its climate as personalizing and humanizing, the students will be less disruptive, more successful and the school or agency's holding power will be significantly improved.

These two premises speak not only to opening up opportunities for genuine student participation in initiating activities and decision making but that there must be a recognition of the importance of providing a conducive environment for young people. If any environment or climate is not characterized by students as personalizing and humanizing, that school/ agency will have more young people continuously experiencing problems and being violent, disruptive and destructive. A climate is personalized and humanized when young people are provided a variety of ways to be successful; staff encourage and foster communications with young people on personal and academic problems; young people are involved in decision making roles; young people are involved in finding solutions to their own problems; and efforts of schools, agencies and community are coordinated on behalf of young people. It is essential that adults working with disruptive, violent young people realize that the climate and the activities in which students of any school or agency are involved are equally important and must complement each other in order to impact attitudes and behaviors. The authors will briefly describe one study which involved students in Student Initiated Activities (SIAs) as its major intervention strategy in changing young peoples' attitudes and behaviors as well as the overall climate of a school.

Through interagency agreement between the U. S. Justice Department's Office of Juvenile Justice Delinquency Prevention (OJJDP) and Teacher Corps (T.C.), ten Youth Advocacy Teacher Corps projects were provided with additional funds, 1976-78, to study student disruptive behavior and negative attitudes of adults toward disruptive youth in schools and institutions. This particular effort became part of a larger national "School Initiative Study" sponsored by OJJDP. The total study was designed to provide an information base and test strategies for reducing crime and disruptive behavior in schools.

As mentioned, the main intervention strategy used in this study was SIAs. SIAs are activities planned, implemented and evaluated by students. These activities must address genuine problems identified by students and be able to positively impact their lives and the lives of other young people. The extent to which there is a direct positive link between legitimate participation and delinquency prevention is unclear. However, the existence of the link is grounded on theoretical formulations including ego development (Loevinger 1970), moral judgment (Kohlberg, 1969), cognitive growth (Piaget, 1952, 1970) and research and descriptive data gathered in the incorporation of SIAs (Lougheed, 1977, 1978, 1979).

Implementing SIAs in any school or institutional setting requires several developmental support stages. Students must be given considerable support in the early stage of implementing SIAs and must be assisted in acquiring certain enabling skills. Teachers and staff working with the young people must be conversant with the intervention strategy, have opportunities to experiment with its implementation in a controlled situation and then be provided with continuous support as they facilitate student development of SIAs. The interactive styles of staff and adults must also change. Adults must be less directive, more supportive and work toward helping young people become more self-directive and actively involved in finding solutions to problems through the creation of new activities.

In the OJJDP-T.C. study transactional style between adults and young people was measured in terms of teacher styles. Even though these transactions were described as teaching acts, the factors used to determine style can be used to determine transactional style of students and adults in any setting or context.

The adaptation of this intervention strategy requires a more indirect as opposed to direct teaching style. Direct and indirect teaching styles can be thought of as being on opposite ends of a continuum which describes who controls resources, time on-task, learning environment, diagnosis of needs, prescription of activities and the evaluation of results. In the direct teaching style, the teacher determines needs, diagnoses achievement and developmental levels, prescribes academic and social objectives, plans activities and evaluates achievements. The teacher controls time, resources and environment. The student fits into what is planned and participates in prescribed activities. In the indirect style, the teacher plays a supportive role as the facilitator, guiding and assisting students to acquire skills necessary to assume increasing responsibility for their behavior. The indirect style shifts with the teacher assuming the highly significant role as facilitator.

The indirect teaching style is more appropriate in the adaptation of SIAs for it permits students to be more self-reliant, independent and aware. This teaching style facilitates student personal discovery and continuous growth in seeking new skills and information. It fosters the student's claim to ownership over personal behavior and frequently improves student self-esteem. Changing the interactive style of adults and young people brings about drastic changes in both the activities in which students are involved as well as the overall climate of a school or agency.

The Oakland University Youth Advocacy Teacher Corps program was one of the ten projects in the OJJDP-T.C. study. In this project SIAs generated by previously disruptive, violent and school unsuccessful young people represented a rich array of helping relationships and resulted in a variety of activities including: peer and cross-age tutoring, peer counseling, student newsletters, school assembly programs, school and community beautification, community attitude assessment and community involvement activities, programs in senior citizen homes, programs for preschool handicapped students, establishing new school rules for behavior and new evaluation procedures involving students in assessing their own growth and achievements. These activities touched many phases of school and community life and the activities were not only of benefit to the major participants but there were spin-off effects with the benefits being spread to other students, to young handicapped students, senior citizens, the community and other schools.

At the conclusion of the project, the project staff assessed perceptions of students, parents and teachers involved in this activity toward SIAs. First, separate closeout questionnaires were administered to each of the three groups and data tabulated. Second, the school climate in terms of teacher and student perceptions of levels of disruptiveness in the school, fear of disruptiveness and occurrences of certain types of disruptiveness were reassessed. Third, participating students were asked to share their perceptions about their own levels of participation and the importance they placed on the activities in which they were engaged. This data was gathered on weekly logs. Fourth, teachers working with these young people filled out daily logs recording their perceptions of student behavior. Fifth, the young people designed and administered a community survey to gain some understanding of attitudes and values held by a sample of parents and community persons. Sixth, documentary analysis of student citizenship, academic standing and absences were conducted to determine changes over the life of the project.

For this writing, student, teacher and parent data will be discussed. The students were evaluated daily by their teachers. Over the 18 month period the teachers perceived students as showing statistically significant improvement in on-task behavior, working together, self-control, involvement and applying previously learned skills (enabling skills).

Teachers were concerned that student participation in this intervention strategy would decrease already low levels of student self-control and on-task behavior. This data repudiates both fears.

The students unanimously agreed that they enjoyed their involvement in SIAs. They felt very good about the experience and felt more successful in school. They showed significant gains over time in the level of their participation in activities and the importance they placed on these activities. In fact, perceived importance of activities increased by 100%. This increased level of participation as well as importance placed on participation are extremely important gains especially for young people in trouble. Generally, these young people tend to place involvement in school related tasks as well as the importance of these tasks very low.

Teachers participating in the study found the new teaching style increasingly more comfortable and ultimately more personally satisfying and professionally productive with troubled youth. When asked if they would volunteer again for this type of study, they unanimously responded in the affirmative. They stated that SIAs had worked to change attitudes and behaviors of extremely difficult and "hard to reach and teach" students. They felt that the new roles and SIAs had not only improved the quality of the activities; but the quality of life for all involved. When the teachers entered this program they had serious questions as to the viability of SIAs to change behavior and attitudes, and for the most part their transactional style was directive in nature. This, therefore, represents very drastic changes in both attitudes and professional behavior.

When the parents asked if the program should be continued, the responses were 100% in the affirmative. They felt student behavior and attitudes could be improved through participation in school and/or community activities. They had been very skeptical about the viability of this program before it began. When asked,"Has your young person's behavior improved during his/her involvement with this project?", 77 percent responded in the affirmative.

The results from our OJJDP-T.C. project and continuing efforts with SIAs demonstrate the viability of this intervention strategy. In the study cited, teachers perceived significant changes in student behavior and students saw themselves as increasing their participation in activities that they viewed as increasingly more important. Parents saw changes in student behavior and attitudes. Teachers adapted their teaching styles and found new ways of transacting with students. These are important changes in both attitudes and behavior and gives credence to the viability of this intervention strategy.

Selecting SIAs as a major intervention strategy as well as emphasizing the importance of the climate in decreasing violent, disruptive, destructive behavior in the schools might be considered by many as very creative. The authors have found that these two approaches, while perhaps creative, are without a doubt extremely successful in decreasing negative behavior and attitudes of young people as well as positively impacting a school's climate.

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PEER CULTURE DEVELOPMENT, INC.
DELINQUENCY PREVENTION IN THE PUBLIC SCHOOLS

Sonny Luster, Executive Director
Peer Culture Development, Inc., National Training Academy, Chicago, Illinois

Peer Culture Development, Inc. (PCD) deals with several of the Content Areas in the NCJFCJ Youth Involvement Programs. They are specifically:

1. Peer Tutoring and Counseling
2. Programs to Reduce Violence and Vandalism
3. Community and School Support Programs
4. Alternatives to Suspension

Causes of the Problem:

Delinquent behavior is often the result of a variety of personal problems, which, if not dealt with, frequently grow worse. In a negative peer culture, where youths feel it is "cool to care less," there are few ways for individuals to obtain help in solving their problems. (Often, in the peer culture, there are few sanctions against the delinquent behavior which is the outgrowth of these problems. When youths' problems lead to delinquent behavior they often find acceptance and reinforcement for that behavior from their peers, stimulating additional delinquent activity.)

Program Rationale:

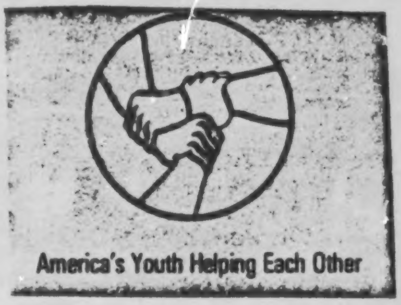
Peer Culture Development (PCD) feels that the power of peer influence may be mobilized as a strong deterrent to delinquent behavior, given that "the most powerful influence on the life-style of any teenager is other teenagers". Peer groups may be effective places for youths to learn how to deal with the problems in their lives which are often the precursors of delinquent behavior. Such groups may be the place where peer sanctions against negative and delinquent behavior are the most salient and effective.

Problems arising from situations in the school, home or streets are often manifested as negative behaviors in school. And, school is normally a major arena for peer influence. Because of this, school is an important and effective place to identify and deal with the problems and problem behavior that leads to delinquency.

Target Population:

While a major emphasis in the PCD program is on dealing with youths before they come in contact with law enforcement agencies, PCD groups often deal with youth after such contact. A major effort is made by program personnel, participants and teachers to identify problem youth within the school and help them before the contact occurs.

The program generally targets youth from 13 to 18 years of age. However, it is utilized in some elementary schools with participants as young as nine-years-old (e.g., Rock Island, Chicago). Services are directed to the general population of a school. Once peer groups have been established, individuals with specific problems, who are not members of the group, become a major, program target. Peer Culture Development notes that the general school population benefits indirectly from the program because of the change in the school "climate."


America's Youth Helping Each Other

OMEGA HOUSE - A YOUTH PROGRAM THAT WORKS

Mark A. Miller, Executive Director of Omega House, Inc.

Omega House is a private, non-profit, non-residential counseling agency open to high school aged boys and girls with substance abuse involvement. All prospective clients are subject to an initial eligibility and evaluation interview. All students are enrolled in the program on a strictly voluntary basis. Parents of clients are required to participate in counseling. Services provided by the agency include a high school learning center Monday through Thursday from 9 a.m. to 3 p.m, recreation, vocational exploration, and individual and group counseling in the areas of substance abuse, jobs/careers, family, education and personal development. Referrals come from schools, parents, probation officers, the court system, other agencies and self-referrals. A significant number of clients have enrolled in Omega House as a result of information provided by their peers (some of the high schoolers pay their own counseling fees).

The Omega House program is designed to be a place where the clients can feel at ease in a non-threatening environment as they work on self-improvement. It is intended to help clients acquire more interests, to help them develop a greater sense of independence, to teach them how to take control of their lives in a positive way, and to help them elevate their self-concepts.

ENERGIZING YOUR LEADERSHIP POTENTIAL
WAI'ANAE INTERMEDIATE STUDENT LEADERSHIP PROJECT, STATE OF HAWAII

Leonard C. Beckum, Ph. D. Director, Project STRIDE (Service, Training, Research in Desegregated Education, Far West Laboratory for Educational Research and Development, San Francisco, California

Project STRIDE is a Title IV program funded by the Department of Education to provide technical assistance designed to improve the quality of education and to equalize educational opportunities for students in the public school systems in the Pacific. During 1981-82, STRIDE focused its technical assistance on improving the school climate through a student leadership training program. The program is best exemplified at the Wai'anae Intermediate School (Grades 7-8) located in the Leeward School District on Oahu, Hawaii.

The Wai'anae community is of low socio-economic status, marked by high crime and violence against tourists and held in low esteem with its negative image kept highly visible by the media. The population is predominantly Hawaiian and part Hawaiian, but also includes Orientals (Japanese, Chinese, and Korean), Filipinos, and a small group of Samoan immigrants.

Wai'anae schools are considered violent and dangerous. Standardized test scores are among the lowest in the state. Forty-five percent of the 1000 member student body receives welfare assistance; almost seventy percent receives free lunch subsidies. During 1979-80 the daily absentee rate was seventeen percent per day; over 400 students were suspended (for fighting, class disruptions, harassment, vandalism, and other unacceptable behavior); and teachers made approximately 2500 referrals for behavior they felt unable to handle.

The Wai'anae Intermediate Student Leadership (WISL) Project began in April 1981 because of concerns by the principal and vice principal to reduce conflict and violence on campus.

PROJECT GOALS. The training designed for Wai'anae was aimed at developing a healthier school atmosphere by improving students' communication skills and teachers' conflict and classroom management skills. The WISL Project adopted four goals: 1) to improve communication within the school; 2) to encourage students to assume responsibility for resolving problems without violence; 3) to prepare students with non-traditional leadership skills to utilize those skills in traditional leadership activities; and 4) to prepare teachers to provide more effective instruction in schools attended by a diverse, active student group.

PROJECT DESIGN: PHASE I. Thirty 8th-grade leaders, 15 traditional and 15 non-traditional, were identified and trained in communication techniques and problem-solving skills by STRIDE staff. After training, the leaders were divided into mini-teams of one adult and two students each of which then trained a group of 25 7th graders, with 500 7 graders trained in two days. Teachers received three hours of training in classroom and conflict management skills and techniques to reinforce the skills learned by the students.

PHASE II, 1981-82. The second year of the WISL Project began in November 1981. Communication and problem-solving skills were reinforced for the 30 8th-grade leaders (trained as 7th graders the previous year), with added emphasis on group process skills. These students trained new 7th graders over two days assisted by STRIDE staff. Observations by an ethnographer provided teachers feedback on classroom management with an emphasis on time-on-task. During the remainder of the year, the 30 leaders assisted with a variety of student events and orientation activities for students preparing to move to either Wai'anae Intermediate School or from it to the high school.

RESULTS. After two years, school climate improved significantly. Between 1980 and 1981, test scores improved: the percentage of students in the lower third of the state's achievement test scores dropped from 56 to 42. The daily absentee rate dropped from 17 to 9 percent. Total absences dropped from 400 to 150. Teacher referrals decreased by half, and fights and harassment were cut by 60 percent.

JUVENILE RESTITUTION: THE ACCOUNTABLE ALTERNATIVE

Michael S. Katz, President, National Juvenile Restitution Association

In 1978 the federal Office of Juvenile Justice and Delinquency Prevention announced a new and major special emphasis initiative dealing with restitution programming for adjudicated delinquents. The program was seen as a response to the increased national interest and awareness of restitution as an institutional alternative for the juvenile justice system. More than $30 million was allocated to develop research and demonstration projects. The goal of these projects was to demonstrate the impact of the restitution concept on the juvenile offender, victim, juvenile justice system and community. Subsequently the Office of Juvenile Justice and Delinquency Prevention awarded 41 grants to both local and state jurisdictions as individual and statewide projects. These were court, private organizations, state agency and statewide-operated projects. Not only would restitution as an alternative be tested, but various ways and structures of administration were also to be tested.

The final national evaluation is still being conducted. However, preliminary results and local evidence show that restitution is highly effective as one form of sanction in the juvenile justice system. It is evident that the goal of holding a juvenile accountable and making him do restitution, with the resultant positive impact on the victim of the crime, is being met under this initiative. At this point in time it appears to be vital that the information and experience obtained over the last four years be disseminated.

The experience of the initiative has also clearly showed us that the success of any restitution program is ultimately contingent upon the methodology used in the program's implementation. In recent years there has been a surge of interest across the nation in restitution programming in both the adult and juvenile courts. As a result, many jurisdictions have implemented programs independent of federal funding. For those who have been involved in restitution projects, the end result should be very encouraging. It is a concern, however, that those locations that start restitution programs without the benefit of this experience will undergo much frustration and hard feelings. This is one of the primary reasons the National Juvenile Restitution Association was formed in September 1981.

The National Juvenile Restitution Association was conceived and developed by restitution project directors and practitioners from within in the National Restitution Initiative. The organization was formed with the goal of promoting a system of accountability justice grounded in three fundamental principles:

1. A belief in the right of juveniles to be held responsible for their delinquent acts;
2. a belief in the critical role of the victim as part of the juvenile justice system; and

3. a belief in accountability for the juvenile justice system to offenders, victims and the general public at every stage of the judicial process.

Because restitution by juveniles raises complex issues and can be implemented in a variety of ways, the National Juvenile Restitution Association can provide a needed forum for specialized assistance, training and technology transfer to those jurisdictions desiring to effect restitution as an alternative.

The NJRA is a non-profit corporation composed of juvenile justice professionals with a wide variety of experiences and expertise. This cadre of people also has available specialized resources in the form of judges, attorneys and accountants to enable the NJRA to respond to request for assistance at any level of detail.

The association has pledged itself to meet the following objectives:

1. To provide leadership for existing programs through the maintenance of a National Juvenile Restitution Association and Restitution Resource Center.
2. To disseminate information on effective restitution programming for juvenile offenders to interested jurisdictions and juvenile justice professionals.
3. To provide training and technical assistance to local juvenile justice systems interested in developing and implementing restitution programs.
4. To continue to document, investigate and refine approaches to restitution programming.
5. To develop a monthly newsletter providing up-to-date information on restitution programming, research, etc.

The NJRA has recently entered into several agreements. The Council is providing a secretariat service to the NJRA. The state of Wisconsin and the NJRA are currently negotiating a contract to train Wisconsin people in the operation of restitution programming. The Institute of Policy Analysis and the NJRA are going to conduct a national training project under a grant obtained from OJJDP.

Future plans include a full-time staff director, publication of various resource documents and the establishment of a speakers' bureau. It is our goal to promote the concept of restitution and to assist as many jurisdictions as possible to adopt the concept and properly implement a restitution program within their juvenile court.

Further information can be obtained by writing or calling the National Juvenile Restitution Association or any of its board members:

President: Michael Katz, Deputy Administrator, Youth Services Division
505 E. King Street, Room 603
Carson City, Nevada 89710
(702)885-5982 business
(702)825-8988 home

RESTITUTION: A SEARCH FOR A NEW PARADIGM

Charles E. Springer, Justice, Supreme Court of Nevada

I.
Old Paradigm

A. Evolution of criminal justice system passes from private vengeance to public vengeance, for injuries to the "peace and dignity of the King."

B. The King and later the State become plaintiffs in an adversary proceeding against an accused defendent.

C. Classical criminal justice was based on retribution, punishment and deterrence because of the public nature of the offense. The offense was against the people or the crown; the victim of the offense was largely ignored.

D. Latter-day, positivistic criminal justice based on treatment and rehabilitation; emphasis on the criminal, not the crime. Still very little concern with the accused's accountability to the victim.

II.

A New Paradigm: Accountability

A. The State vs. _________, the adversary system, and classical criminal justice is not inconsistent with a procedure which regards the victim. Still, we have generally ignored the victim.

B. Accountability by way of victim confrontation, victim restitution and community service provides punishment, retribution, justice and, as well, rehabilitative and victim-considering characteristics.

C. Present system is "all or none." "Every person who..." We rely too heavily on punishment, which is almost exclusively in the form of incarceration.

D. Ideal system is more concerned with certainty of punishment than severity, shows greater concern with the victim and has the moralizing and rehabilitating effect of holding the criminal accountable and responsible both to the public at large and to the victim of the criminal offense.

III.
Conclusion

Legislative and judicial reform should be in the direction of greater moral and personal responsiblity of the offender. Such a change in direction would probably result in a more humane, more effective, more morally acceptable and less expensive system of criminal justice.

LAW-RELATED EDUCATION/CIVIC EDUCATION AND DELINQUENCY PREVENTION: LAW IN A FREE SOCIETY

Jack Hoar, Consultant to Law in a Free Society;
Social Studies Consultant, Long Beach Unified School District

> "I think we need to have the skills that are necessary to evaluate the the laws and rules that we live under and we need to know how to change those rules, if we find they don't meet our expectations; and I think this is an extremely important life skill that not just students but all of us need in order to deal with our society. I guess that's what I like about the 'Law in a Free Society' program, because it does start you thinking about questions that are so basic that they can be applied to any situation--not just a specific law."

The Massachusetts high school teacher who made this comment was referring to the law-related civic education project of the Center for Civic Education, affiliated with the State Bar of California.

The Law in a Free Society program addresses the need to increase students' understanding of constitutional democracy, their skills to function as effective and responsible citizens, and their willingness to use democratic processes to make group decisions and resolve conflict. The curriculum is developed around eight concepts which are basic to an understanding of social and political behavior--authority, privacy, justice, responsibility, participation, diversity, property and freedom.

Materials for teachers have been developed for each of these concepts, consisting of a casebook of readings, a K-12 curriculum guide, and a sample lesson plan book geared to the objectives of the curriculum guide. Multimedia kits for classroom use in grades K-12, each consisting of sound-color filmstrips, student books, and a teacher's guide are available in six levels of complexity for the Authority, Privacy and Justice concept, and at the high school level for the Responsibility concept.

A variety of creative teaching methods are suggested and described, including case studies, Socratic inquiry, mock trials, moot courts, administrative and legislative hearings, and small group problem-solving discussions. Teaching strategies that foster true interaction and joint work among students are emphasized. The curriculum also provides guidelines for the use of community resource people in the classroom. The materials, which were developed with support from the National Endowment for the Humanities, are designed to be integrated into social studies and humanities at all levels.

A videotaped series has recently been completed on the subject of Authority for grades 4-6, consisting of a 24-minute program for teacher training and four 15-minute programs for classroom use. The programs are designed for use with student books and a teacher's edition which provides assistance in follow-up lessons.

Since its origin in 1969, the Law in a Free Society program has been used in schools in almost fifty states and a number of foreign countries, including

Canada, Australia and New Zealand.

For the last three years, funding from the Office of Juvenile Justice and Delinquency Prevention of the U. S. Department of Justice has enabled the project to help establish or to support already established independent centers for civic education in sixteen areas throughout the nation. These centers are implementing the Law in a Free Society teacher training and classroom programs and exemplary law-related programs of other projects as well.

At present, Law in a Free Society is involved in an evaluation study funded by the Office of Juvenile Justice and Delinquency Prevention to determine the effects of law-related/civic education programs on delinquency prevention.

Findings of the first two years of this study show that law-related education can reduce juvenile delinquency and youth crime. In high school classrooms across the nation, law-related education, when taught according to prescribed principles, resulted in a significant reduction in student participation in delinquent activities.

In successfully conducted classes the features of law-related education which appeared to account for its capacity to reduce delinquency included:

- the use of classroom practices which involved a relatively high degree of student participation in such activities as case studies, mock trials, moot courts and other institutionalized means of conflict management and decision-making.
- the support of faculty and administrative personnel for the use of the innovative teaching and learning practices law-related education involves;
- the participation of the law enforcement officers and other members of the system of justice in the instruction of students through communication to students of their efforts in the equitable application of the law and the difficulties they encounter;
- the high interest of students in learning about the practical application of the law, the Constitution and the system of justice;
- the capacity for large numbers of students in each class to participate and excel in law-related education in which practical understanding and competence are stressed.

The study revealed that students in the classes where law-related education was properly implemented:

- decreased their acceptance of the use of violence to solve problems;
- decreased their dependence on maintaining relationships with others who engage in delinquency behavior;
- reported a decrease in the degree to which they felt their parents viewed them in a negative manner.

The study also revealed positive trends with regard to additional factors known to be associated with delinquency. These included:

- a decrease in feelings of isolation from teachers.

-a decrease in the degree to which they felt teachers viewed them in a negative manner;
-a reduction in the frustration they felt between the goals they wished to achieve and their perceptions of their abilities to achieve those goals.

In addition, it was found that increased knowledge of the law, the Constitution, and the legal system was directly related to reductions in delinquency.

Of particular interest and importance is that the data indicate that the favorable impact of law-related education instruction extends to students at all ability levels in the classroom as well as to young persons whose pre-existing levels of delinquent behavior ranged from slight to substantial. Even those displaying evidence of becoming violent "career delinquents" showed improvement from their exposure to law-related education.

Law-related education directs student attention to the reasons law is created, how the law operates through the civil and criminal justice system, how difficult yet important it is to attain justice under law. In short, LRE deals with the ethical, normative fabric that hold communities together. The research shows that knowledge gain and skill acquisition in this arena affect directly the student's adherence to the law--a small but statistically significant effect. Of greater importance, but linked to the interest youth display for the content of LRE, is the use of teaching strategies which appear to facilitate attachment and commitment of students to the law and to education. In classes where instructional strategies and techniques were used systematically as prescribed reduction in delinquent behavior (compared to control classes) occurred.

These findings confirmed the belief expressed by more than 2,000 professionals surveyed in 1980 and 1981 that law-related education can improve the behavior of young persons. In both years, a substantial national majority of elementary and secondary school principals, chief state school officers, juvenile and family court judges, state juvenile justice specialists and members of the National Council for the Social Studies, not only expressed the view that law-related education was beneficial but offered to work to support its implementation.

law in a
free society

EDUCATION AND JUVENILE JUSTICE*
IMPORTANCE OF COMMUNICATION BETWEEN SCHOOLS AND THE COURTS

Virginia H. Cain, Curriculum Director
National Council of Juvenile and Family Court Judges

The family unit is still the heart of the community. Community services are built around that unit; schools, health facilities, social service agencies, police protection and law enforcement, the courts, recreational facilities and churches. One can envision a wheel with the family as the hub and the spokes are the various community services. The schools, welfare and social service agencies and the churches are the most apt to be alerted to the dysfunctioning family, delinquent behavior, drug and alcohol abuse and infractions of the law by youth in the community. The parent who fails to support his or her family, or abuses the spouse, child or parent, or the child who is incorrigible, neglected or delinquent are all subject to action in the juvenile and family court. The school is the community agency that has the greatest daily contact for the longest time with the children, and through them the family. It is imperative therefore, to communicate with each other effectively. The personnel of both agencies should understand their interdependence and commitment to the positive development of youth. There is a joint need for the preparation of teachers, counselors and administrators, court judges and court administrative personnel to better understand their shared responsibility.

Preparing teachers to effectively and productively function in the schools requires not only proficiency in subject matter, but an understanding of human behavior, the relationship to social customs, differing cultures and other organizations concerned about children. The teacher is usually dealing with ideally, 25 individuals (but frequently far more) in a self contained classroom. That classroom, becomes a social setting where persons from diverse home backgrounds, different social and cultural orientation, come together. The students bring to this classroom and the teachers, their problems, conflicts, mal-adjustments, special needs and methods of acceptable or non-acceptable behavior and communication. Teachers are the product of their cultural background, their family structure and their community orientation. In addition to the problems of their personal lives, they must function under the stressful school environment. In the United States, there are approximately 2,400,000 teachers in the elementary and secondary schools. Approximately 270,000 of these teachers are in non-public institutions. Stress is created by an under supported educational system; migration from urban to suburban schools creating job insecurity for urban teachers; complex classrooms with heterogenous population as the result of desegregation, mixed cultural groups; retaining students who previously would have been suspended or expelled from the classroom; the rights of students, students suing the schools and teachers; disciplinary problems interfere with the learning process when the teacher's authority is challenged; increased incidences of violence and vandalism in the schools.

*Summary of Presentation for the 29th World Assembly, International Council on Education for Teaching, Rome, Italy, July 20 - 24, 1982.

All of these factors affect the behavior of teachers, students and the climate of the school.

The school is an integral part of the Juvenile Justice System in the United States because the law compels children to attend school. The Juvenile Justice System is most frequently perceived as composed of institutions - courts, judges, juvenile homes, probation officers, police and law enforcement. It is also regarded by many as a punitive system. But in reality, the Juvenile Justice System was devised in the United States to protect children, the family structure and society. The Juvenile Justice System is, by one definition,

> "directed to the conditions and circumstances that will bring about fair and decent treatment of children, including the satisfaction of basic human needs for love, care, food and shelter, the positive models of behavior a child might imitate; the experiences that will prepare a child for adult responsibilities and provide positive attitudes at oneself; a world in which the child can think favorably about future prospects. Justice for children depends upon the distribution of wealth and opportunities; values that are shared; qualities that are rewarded. A just world for children in American society certainly depends upon the child's family life and his or her life in school."
>
> ---Institute of Judicial Administration - American Bar Association, Juvenile Justice Standards Project: Standards Relating to Schools and Education.

Schools and Juvenile Justice are entwined by their dominant involvement in the lives of children. The Juvenile Justice System was also designed with a belief that children should be treated as children and not as adults even when criminal acts are involved. Emphasis is upon the possibility of rehabilitation and reconditioning of the child by special treatment programs, frequently ordered by the court; improved temporary family structures (foster homes), alternative and special education programs, probation and court social workers, counseling for the family and the child, special medical attention, guardians ad litem. Unfortunately, the Juvenile Justice System, like the schools, suffers from lack of resources, inadequate funding, limitations of Judges and their value systems and problems, racism, lack of commitment and in some instances lack of community support.

Children are subjected to rules and laws in the schools as well as in the community. Failure to conform to those rules and laws can result in confrontation with the justice system. The "acting out" youth, suspended from school is turned out on the streets frequently without control from the home. There is a close correlation between children in trouble in school and children in trouble with the law. (H. James, "Children in Trouble,"ch. 16, 1970; K. Polk and W. Schafer, Schools and Delinquency, 1972). A truant child, or child defiant to school authority can be brought before the juvenile court. A basic principle is the rule of law must prevail within the public school as well as on the streets. Another basic assumption is a just system for children, in or out of school, must recognize them as individuals with the right of human dignity and to not be controlled by arbitrary rules, power or punishment. The fine line is to balance this with fair procedures, reasonable regulations and appropriate sanctions.

A unique organization in the United States of America, concerned about improved communication between the courts and the schools as well as continual improvement of the juvenile justice system, is the National Council of Juvenile and Family Court Judges, founded in 1937 and located in Reno, Nevada.

One of the primary objectives of this organization through its educational division, the National College of Juvenile Justice, is to conduct training programs. These programs are specially designed and tailored on different occasions, to meet the needs of new juvenile and family court judges in the United States, court administrative personnel, probation and social workers, family counselors, guardians ad litem, school administrators, child advocates and attorneys. These training seminars are held at the Judicial College Building on the University of Nevada, Reno campus and in different regions and cities of the United States. Curriculum is specially designed dependent upon the participants and specific requests. In addition to courtroom procedures related to pre-trial, adjudication, disposition; emphasis is placed upon understanding the human growth and development of the child; family dynamics, the disfunctioning family and its effect upon the child; the changing family structure, i.e., single parent families, divorce, custody, rights of the putative father, joint custody; changes in the sociological structure of our society, cultural differences, effects of racism; substance abuse, alcohol and other mind affecting drugs; child abuse and neglect including emotional abuse, sexual abuse and incest; the mentally retarded and children with learning disabilities, their right to an education and the relationship to delinquent behavior; family law and domestic relations; protecting and representing the Child at Risk; Permanency Planning and Adoption; treating the habitual offender and the violent offender; alternatives to school violence and vandalism; placement of children after removing them from the home, review of placement for the best interests of the child; alternative educational programs as a treatment for rehabilitation; effect of nutrition upon behavior; child support enforcement; parenting.

Faculty for these programs may be judges, attorneys, sociologists, psychologists, educators, nutritionists, medical doctors, pediatricians, family counselors, probation officers, child advocates, guardians ad litem, communication specialists, protective service workers.

The College of Education at the University of Nevada has taken advantage of the proximity of the Judicial College and designed a course on Education and Justice in their teacher training program. Visiting judges at the Judicial College are invited to lecture to these classes.

A program called "Development of Judicial Educators" has been highly successful for the National College of Juvenile Justice. For the past five years, this has been held for a selected group of 10 judges and 5 state judicial educators. The primary objective is to improve the communication of teaching for the Judiciary. This program is co-planned with the College of Education, University of Nevada Reno and communication specialists. Judges may be erudite, well schooled in the law and dedicated to teaching about Juvenile Justice but the chief method used is lectures for 45 minutes to three hours in length. As most educators know, the attention span of adults is also limited. Therefore, this Judicial Educators program emphasizes the development of teaching objectives and specific learning goals; outline preparation; the use of audio-visual equipment in a "hands on" manner, including overhead projector, flip chart, hook and loop board, slides and projector, chalk board, videotaping. All the participants prepare and organize a five minute presentation using one or more of these aids and techniques. These presentations are videotaped and criticized by the peer group, faculty and communication specialists. The evaluations indicate this program is useful and valuable and the participants frequently become faculty for the juvenile justice training sessions.

These are the examples of ways in which the judiciary personnel and school personnel can be sensitized to their inter-relationship.

DAY TREATMENT FOR DELINQUENT YOUTH: AN ALTERNATIVE TO RESIDENTIAL CARE*

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Michigan Department of Social Services, Ann Arbor, Michigan

Twelve delinquent youth are retained in their parental homes while attending day treatment up to 55 hours each week, receiving family therapy, tutorial educational services, survival skills, recreational activities and individual group counseling. The program described, located in Ann Arbor, Michigan is named the Francis L. O'Brien Center for Youth Development, after the retired Juvenile Judge who was a founder of the program. It shares a ranch-style brick bungalow with an alternative educational program---the Center for Occupation and Personalized Education (COPE)--for 60 young people. It was found that 84% of the day treatment youth were able to avoid further court action subsequent to leaving the program. Enrollment was for an average of 6.8 months and the cost for treatment was less than half of that required for residential care. Major positive features of this model are considered to be the non-disruption of the family and continuity of living environment for the youth.

Day Treatment Philosophy

A basic assumption of the Center is that delinquent behavior is closely linked to low self-esteem and that low self-esteem is closely linked to a youth's lack of skills and opportunities to engage in experiences normative for other youths in the community. We believed that the youths' self-esteem could be raised (and thus, their delinquent behavior reduced) by enhancing their skills and increasing their experiences.

Several realities and psychological dynamics implicit with this model help to assure its effectiveness:

-Non-labeling/positive expectations. The negative label that is attached to families whose teenagers have been removed from their homes militates against a young person's successful reentry into the community and home. When a young person is removed from his or her home, a change in self-perception takes place that may have devastating, long-lasting effects. Attending a day treatment program, however, is not very different from attending a public school or YMCA program in the eyes of the family, the community and the person himself/herself.

-Neutralizing negative interaction between parent and teenager. Even in the healthiest of families with teenagers, a war can develop. Sometimes a respite period is required. Day treatment provides up to 55 time-out hours a week from these tense relationships. Initially, the parents and teenager may want to settle for nothing less than out-of-home placement so that the greatest possible distance can be placed between them. However, as the day treatment program progresses, these attitudes usually change. Through regular family therapy, problems are dealt with and many are resolved.

-Relevancy of treatment. By leaving the youth in the community, the treatment program must work with day-to-day problems that are directly related to the behavior that precipitated admission to the program... If problems exist with the youth's neighborhood peer group, day treatment reduces the amount of contact and also helps the youth develop skills in interpersonal relationships. The living arrangement automatically provides the opportunity to test the young people gradually in the community---and feedback continues each morning.

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*Summary of article, "Day Treatment for Delinquent Youth," published in CHILDREN TODAY, Volume 11, Number 1, January-February 1982.

-The incidence of running away drops to near zero.

The Program

Program components were decided upon in a straightforward manner: We asked, what does a person need to survive in today's society? Our own biases determined the priorities: education first; "survival" skills, including employment preparation, second; and leisure time activities, third; with interpersonal skills permeating all areas. When a youth demonstrates responsible behavior in meeting program obligations, he or she is permitted to enroll in driver education---our most powerful incentive, more motivating than the threat of court action.

The program day begins at 9:00 a.m. (except for Friday mornings, which are reserved for staff meetings) and ends at 9:00 p.m. Educational pursuits are scheduled in the morning and early afternoon, recreation in the late afternoon, and counseling, cultural activities and arts and crafts, in the evening. Three meals are served daily, and daily chores are rotated weekly.

Education

The major goal of this component is to help the youth graduate from public school, take part in the ceremonies and identify with that "normal" behavior...Some principles appear to be essential in a successful alternative tutorial program. Since most of the youths have had only negative learning experiences, they have closed their minds to the possibility that they can achieve. We have found that the young people must receive frequent,positive feedback, and that the instructional material must be carefully tailored to the youth's own level.

School work should never be used as a punishment---"If you don't behave you're going to have to spend an hour longer in the classroom doing your homework." And frequent breaks should be allowed. (The Center schedules classes for 90 minutes a day, with breaks as needed.) Finally, several possible "classroom areas" should be available so that if a teenager is having trouble concentrating because of others in the class room, he or she can be moved to a private area to work alone with a tutor.

Survival Skills

Areas covered in the survival skills component include job finding and job-behavior skills; money management; housing and transportation; comparison shopping, nutrition and meal planning; human sexuality; personal hygiene and etiquette; higher education; use of leisure time; and parenting skills. The teenagers are taken on field trips to demonstrate the practical application of material covered in the written instructional materials.

Leisure-Time Activities

Teenagers have boundless energy and craving for excitement and many activities are needed to productively fill 12 hours a day, five days a week. It is necessary that staff members be very aggressive and creative at finding inexpensive or free activities. Everything done in treatment programs is a potential form of modeling behavior to the youth. Many delinquent acts are committed as a result of boredom, by those who do not yet know how to use their leisure time...

Special weekend and one-week activity trips are also planned...

Counseling

Each youth is assigned a staff member "advocate," who is responsible for monitoring the youth's progress through the entire program and insuring that goals are met. This advocate is also responsible for individual counseling with the assigned youth, and for ongoing contacts with his or her parents.

The teenagers are divided into groups of six for group counseling, which takes place twice weekly. Staff members from such other community agencies as mental health, the Council on Alcoholism and Planned Parenthood are available as needed for special group or individual sessions.

Parent Groups

Parent discussion groups, held bi-weekly, have proved very successful in that they provide a support group of peers and treatment staff who do not view parents as failures because they are having problems with their teenagers. The groups also are used to teach parents various child management techniques and share experiences relating to their teenager's progress and goals.

Conclusions

One advantage of a day treatment approach is its flexibility. Both boys and girls can participate in the same program without any special adjustments. Youths who cannot remain with their families may be placed in a foster family home in conjunction with day treatment, thus providing them with a home-like environment as well as structure, and at a reasonable cost.

...Our program staff members, however, have been excited about it, and we have been deeply moved by the changes in the young people, particularly since the changes take place partially within the context of their own families. The evidence that the gains continue after the youngsters leave the program is especially gratifying.

Our experiences indicate that day treatment is clearly an effective, reasonably efficient service, one that is needed within the spectrum of services available to young people.

JOB CORPS

Randall Frost, Ph. D. Project Director
Sierra Nevada Job Corps Center, University of Nevada Reno

Located twelve miles north of the University of Nevada, Reno Main Campus, is the Sierra Nevada Job Corps Center. The Center is the result of a unique partnership between the Department of Labor, University of Nevada Reno and the Management and Training Corporation. The University has overall responsibility for the Center and has provided the buildings and land for the Job Corps Center, medical care for the Corpsmembers and vocational training in allied health areas and laboratory animal care. The University has subcontracted with the Management and Training Corporation to serve as its authorized agent for the operation of the Center.

Job Corp's purpose is to assist young people who need and can benefit from intensive programs of education, vocational skills training and other services while living in a residential setting. The typical youth it serves is an 18-year-old high school dropout who reads at the elementary school level, comes from a poor family, belongs to a minority group and has been unemployed for many weeks or has never held a job. Job Corps gives the young people education, vocational skills training, work experience, counseling, health services and other assistance. The aim is to help them to become tax payers rather than tax consumers by helping them become responsible adults.

The Sierra Nevada Job Corps Center currently provides training for 550 corpsmembers. During the last year over 1,100 corpsmembers received training at the Center in 22 vocational clusters. In these times, when it is difficult to find a job, the placement rate has been approximately 85 percent. The placement rate includes corpsmembers who enlist in the service, go back to school or get a job.

JOB CORPS WORKS AND SO DO ITS GRADUATES!

AMERICAN JUSTICE INSTITUTE

CONTROLLING YOUTH GANGS

Vaughan Stapleton, Ph. D., Director
National Juvenile Justice System Assessment Center, American Justice Institute
Sacramento, California

Youth gangs and appropriate law enforcement strategies toward youth gangs have been the focus of recently revived interest by the general public and Federal, State, and local government agencies. These groups expressed concern that youth gangs are a major contributing factor in U.S. crime, since it has been estimated that about 71 percent of all serious crimes committed by youth are a product of law-violating youth groups.

The American Justice Institute's Juvenile Justice System Assessment Center has just released a nationwide study, funded by the National Institute for Juvenile Justice and Delinquency Prevention, which surveyed a representative sample of 60 police departments. The full report, "Police Handling of Youth Gangs," was submitted to NIJJDP in September, 1982.

Youth gangs are no longer unique to large urban areas. Twenty-seven of 60 police departments report youth gang problems. Although the expected relationship of city size and youth gangs was confirmed--five of six (83.3 percent) large population centers of one million or more persons host youth gangs, and four of 11 (36.4 percent) in the 500,000 to 999,999 category report gangs--the survey also found that six of 12 cities (50 percent) with populations of 250,000 to 499,999 report youth gang presence. In cities of 100,000 to 249,000 persons, 12 of 31 (38.7 percent report youth gangs as a law enforcement problem.

The survey estimated police perception of the seriousness of youth gang crime by asking respondents to list the types of problems caused in order of their prevalence. Fifty percent of those surveyed indicated Part I (FBI Index crimes) constituted the most serious problem encountered when dealing with youth gang activity.

Three specialized organizational forms characterize the 27 police departments reporting youth gang problems: The Youth Service Program, where traditional police personnel,most commonly the youth section or bureau, are assigned gang control responsibility. Personnel are not assigned exclusively nor principally to gang control work; the Gang Detail, where one or more officers of a traditional police unit, most commonly youth or detective units, are assigned responsibility for the control of gang problems. Officers are typically assigned exclusively to gang control work; the Gang Unit, where a police unit is established solely to deal with gang problems. The gang unit typically encompasses a comprehensive intelligence function, and personnel are assigned exclusively to gang control work.

The report recommends a comprehensive gang control program as the preferred method in dealing with the problem. This concept is a structural approach designed to direct the activities of all relevant organizations toward common goals without materially impairing the autonomy of participating agencies. Participation of social service agencies, prosecutors, judges, probation and parole agencies is also recommended for effective program functioning.

PROJECT TOGETHER:
REDUCING VANDALISM, VIOLENCE AND GANG ACTIVITY AT WASHINGTON HIGH SCHOOL*

Program Originator and Coordinator, Allan Kakassy, George Washington High School, Los Angeles, California
Raymond D. Terrell, Ed. D., Dean, California State University of Los Angeles
Randall B. Lindsey, Ph. D. Project Director, The Regional Assistance Centers for Educational Equity
George McKenna, Principal, George Washington High School, Los Angeles
Washington High School Students

Washington High School Peer Counselors include 700 students from the tenth through the twelfth grades involved in Project Together with a theme of "We Are Family." The purpose of the group is to create a better climate for education by eliminating campus violence and assisting students to a higher level of self-esteem. George McKenna, principal, states, "It has reduced violence on campus and instilled pride in the students."

The impetus for the program came from the students who were concerned that they had little control over problems affecting them. As a result, Allan Kakassy, Social Studies teacher, initiated the pilot program. Each homeroom at Washington High School has about two Peer Counselors who meet regularly. In addition to counseling their peers, the counselors go on field trips, visit other schools to discuss the program and speak before organizations and groups. Allan Kakassy attributes the success of the program to the fact that students are placed in positions of responsibility--in a position to affect change in their lives. "You have to give students the chance to do something for themselves."

In addition to Peer Counselors, there are the following new homeroom role categories:

Peer Readers--students who read the daily bulletin and other school announcements.
Peer Education Advisors--students who provide information about present and future educational opportunities.
Peer Career Advisors--Students who provide information about careers and jobs.
Peer W. L.C.C. Representatives--students who form the Washington High Leadership Communication Committee and work as liaisons to Student Council.
Peer Tutors--students who help other students learn.
Peer Painters--students who seek to beautify the campus through mural painting.
Peer Exchangers--students who promote understanding and respect by visiting other schools and hosting students from other schools.
Peer Speakers--students who speak before student and adult groups about Project Together.
Peer Coordinators--students who assume responsibility for organizing and running the program.
Peer Pals--students who greet new students and make them feel welcome.

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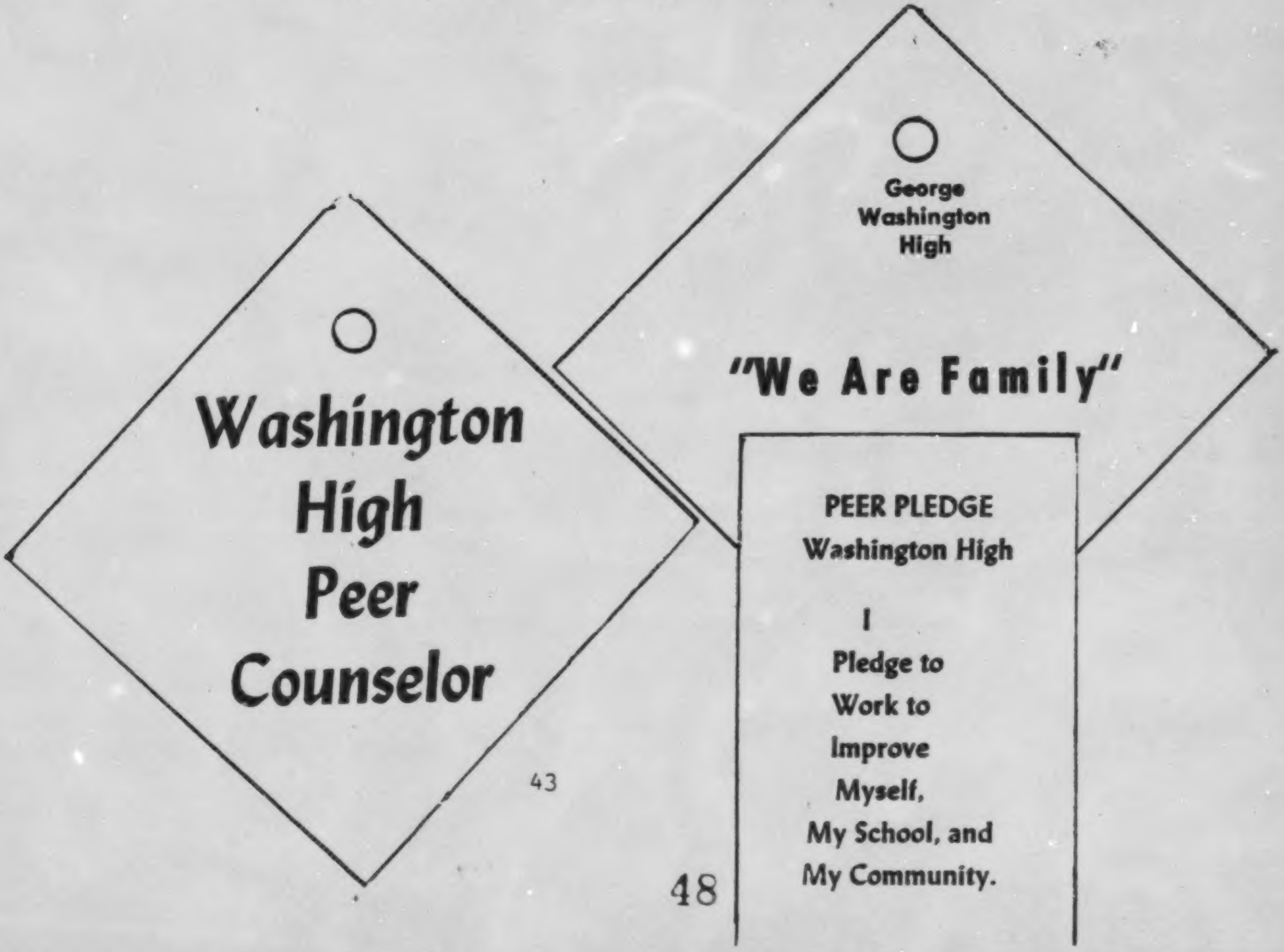
*Summary - Articles: "Washington High's Peer Counselors Award Winners." Los Angeles Sentinel. May 22, 1980; Allan Kakassy. "Project Together: An Opportunity for Positive Student Involvement, Influence and Change." Social Studies Review. California Council for the Social Studies, Volume 20, No. 1 Fall 1980.

Peer Priders--students who commit themselves to maintaining the cleanliness and beauty of the campus.
Peer Sports and Gamers--students who participate in intramural activities through their homeroom.
Peer Justices--students who bring students concerns directly to the administration and work toward encouraging school rules and policies that would be fair and worthy of respect.

Auxiliary peer organizations also were created:
Peer Parents--a support group whose children are Peer Counselors.
Peer Partners--students from other schools and any adults who support the concept of student involvement and responsibility.

Most activities are scheduled during homeroom, during nutrition and lunch and before and after school. During homeroom each Monday, all Peer Counselors usually meet in the auditorium for announcements and to be briefed on the week's events. Most weeks there is a Peer Counseling Agenda including a general theme, thought for the day, a list of discussion questions and other activities.

Project Together is a process. Change and adjustment are necessary for future growth and success. Student involvement concept offers fresh hope to students and adults alike. Potentially, student involvement programs could become rallying points for students, parents, teachers and administrators to come together and act to renew school spirit, pride and unity. Couldn't a program like Project Together bring similar benefits to your school?



Washington
High
Peer
Counselor

George
Washington
High

"We Are Family"

PEER PLEDGE
Washington High

I
Pledge to
Work to
Improve
Myself,
My School, and
My Community.

MEDIATING BETWEEN PARENTS AND CHILDREN

Margaret L. Shaw, Project Director
The Children's Aid Society's PINS Mediation Project, New York
PINS (Persons in Need of Supervision)

The Children's Aid Society's PINS Mediation Project was developed in New York City in early 1981 to see whether community-based mediation could offer a good alternative to the Family Court for status offenders and their families.

The shortcomings of the court system in these cases, which involve truants, runaways and youth beyond their parents' control, have been widely recognized. The court's adversarial process, pitting child against parent and parent against child, is inappropriate for these non-criminal offenders, as is focus on the juvenile for a problem which is really a family one. In the end, there is also very little a court can do other than order placement in a non-secure facility, an order, which by its nature cannot then be enforced. As a result, not only do those in the court system feel an overwhelming sense of frustration with these cases, but also these cases distract from the handling of more serious and violent offenders. In addition, the families who petition the court for help in controlling their children do not receive the kind of help they really need.

Begun as a pilot in two of New York City's boroughs, the PINS Mediation project has gained the solid support of those in the court system, and is now in the process of expanding city-wide.

Referrals to the project come from Probation and Legal Aid and Corporation Counsel attorneys, who contact a liaison worker with an office located right in the court building. If the family agrees to mediation, the liaison worker conducts an assessment interview and assigns an appropriate mediator. Mediators are lay volunteers recruited from the community and trained in conflict resolution skills and techniques.

In mediation, the parent and child meet with this neutral third party who encourages them to communicate with each other, to reframe the issues and to find solutions in the form of a written contract which is kept and monitored from week to week. The mediator meets with the family for up to four sessions, so that the contract can be modified and strengthened, and additional problem areas addressed. Social workers are available to offer additional help in the form of mental health counseling, educational programs and other supportive services.

We have found that there is often a good fit between mediation and the needs of PINS families in general. In contrast to court, mediation helps parents and children to see the situation as a "family problem" and not simply as one involving the child. Far from intensifying parent/child isolation, mediation ameliorates it by facilitating communication between parent and child and by approaching the problem as one they can resolve together. Finally, the small, concrete successes the families experience in the form of specific written contracts which are kept from week to week and monitored by a neutral party, contribute to the feeling that family problems are under control and have a powerful positive effect on the sense of hopelessness these families experience.

In sum, mediation can offer a time-limited and cost-effective, viable alternative to the court system in status offender cases.

THE CHILDREN'S AID SOCIETY
FOUNDED 1853

Conclusion

The research, when completed, will tell us a great deal more about which families mediation can work with, recidivism rates and the like. It may be that combining mediation, either alone or in combination with other social services, with provision for no-fault petitions for "alternative residential placement" could totally replace what we now call PINS jurisdiction. In any event, it clearly appears that mediation can provide an effective and viable alternative to court for a good percentage of PINS families.

NATIONAL PARENT TEACHER ASSOCIATION DISCIPLINE PROJECT

Jim Bean, Chairman, Nevada PTA Education Commission
Ann Lynch, National PTA Vice President, Region VIII
Mary Lou Moser, Past President, Nevada PTA

For the 12th time in 13 years, the Gallup Poll has reported that the general public overwhelmingly perceives the major problem facing our nation's public schools to be "lack of discipline." In response to this serious concern, the National PTA launched a nationwide Discipline Project in Fall, 1981. Eight state PTAs -- Connecticut, Florida, Idaho, Missouri, Minnesota, Nevada, New Jersey and Wisconsin -- conducted action programs which addressed the "discipline problem" in our nation's schools. The project's purpose was "to develop programs that assist parents and teachers in their cooperative role in training young people to become progressively more self-disciplined so that these young people may live happy and productive lives."

It was a project of contrasts--from rural Idaho to urban New Jersey with target populations and program thrusts differing--some states targeted elementary children, others pinpointed high school youth.

One such project, which will be focused at one of the workshops of the Conference in January was from the Nevada PTA's Education Commission, which used a unique approach and had as its strength 1) information to parents and teachers on Parent Effectiveness Training (PET) and Teacher Effectiveness Training (TET), 2) parents, teachers and administrators or counselors working together with children in the classroom, and 3) a pre-packaged Law Related Education Curriculum (filmstrips, tapes and reading materials), on two levels grades K-1 and 2-3, developed by the Law in a Free Society Project, Dr. Charles Quigley, Director, with the help of the California State Bar Association, plus other federal funding.

The Nevada project focused upon the concepts of privacy, justice and authority and were used on the premise that children will make better decisions relating to themselves and their actions after having experienced the learning exercises provided and reinforced by the positive aspect of having the attendance of not only the teacher but parents, the principal and the counselor. It was piloted in six schools within four counties using rural, urban, small, large, and different socio economic settings.

The approach was 1) to hold meetings with the teacher, principals, counselors and parents who volunteered to help teach the concepts, 2) shared the materials among the six project elementary schools, 3) taught the concepts through the various activities of the materials, 4) collected samples of student work, observations and comments from the school staffs and parents, and 5) related to the public, via news releases and articles, that PTA was in fact working on self-discipline in the public schools. The important point was that young impressionable children were busy dealing with privacy, authority and justice--and they were doing these activities with parents and teachers in the classroom!

The project, after receiving much enthusiasm from teachers, students and parents, will continue through funding from the State PTA to expand into other schools and counties and through the University of Nevada Law RELATE Education Project which will be involved in ten of the seventeen counties in the state.

Through projects such as these, with involvement of all the players, can we begin to make inroads into and to turn around the destructive and demoralizing youth violence we are faced with today. Youngsters of tomorrow CAN live in a better environment.

PERSPECTIVE ON YOUTH CRIME AND VIOLENCE

Frank P. Carmen, Administrator, Youth Services Division
State of Nevada, Department of Human Resources

If we truly intend to make a genuine effort to reduce crime in this country, it is my basic contention that much more importance and emphasis must be placed on the development of systematic strategies aimed at reducing juvenile delinquency. This fundamental premise can be supported by overwhelming statistical evidence as well as by mere common sense.

Here in Nevada, for example, we know that approximately 35% of those youngsters first seen as abused, abandoned and neglected children eventually return to the juvenile courts as delinquent teenagers. We have also learned that nearly 80% of the young girls institutionalized at the Nevada Girl's Training Center admit to being sexually and/or physically assaulted by their parents. Likewise, we have recently found that roughly 23% of all institutionalized juveniles eventually go on to become somehow involved with Nevada's adult criminal justice system.

These few facts, combined with the knowledge that 50% of those arrested for property crime and nearly 25% of those arrested for violent offenses are juveniles, should clearly indicate that the root causes of adult criminal behavior germinate during the seasons of childhood and adolescence. With this in mind, it would seem that our historical tendency to place the greatest emphasis on treating the symptoms of the malignancy rather than the causes, is both an effort in futility and a classic example of lopsided logic.

I respectfully submit, therefore, that we must commit ourselves, and an "adult portion" of our financial resources, to the development and implementation of sensible prevention and early intervention programs for the children, youth and parents of this country. This commitment must become an immediate priority and not remain merely retrospective rhetoric.

As part of our efforts to develop systematic approaches for dealing with children and youth before they become serious and repeat juvenile offenders, we must ask and seek the answers for some difficult questions. Some of these questions and answers may well challenge a number of the basic precepts that govern the Juvenile Justice System.

Does anything really work or does everything work about 80% of the time?
If you ask a program director about the success of his/her youth rehabilitation efforts - whether it be therapeutic counseling, a wilderness experience or confinement in an institution - the general response will be that there is roughly an 80% success rate. If almost everything works 80% of the time, then why do anything? Maybe doing nothing will work just as well for most youngsters and the limited financial resources could be concentrated on the 20% who need something more.

Is rehabilitation a phenomenon or merely a philanthropic form of punishment?

Arguments abound between divergent groups who see major practical and philosophical distinctions between rehabilitation and punishment. Few, however, stop to consider the months and years of court ordered counseling, social work and miscellaneous involvement may well be a severe punishment to the children, youth and parents caught up in such a system. If the "rehabilitation process" really is a form of punishment, perhaps it precipitates more problems than it solves, resulting eventually in the need for more severe forms of punishment. A classic Catch-22 situation.

Should we, could we and would we ever do away with juvenile courts and juvenile correctional institutions? Some suggest that the Juvenile Justice System is injurious to most youngsters involved and that an incredible injustice is being committed against children and youth who become "labelled and schooled" by the juvenile courts. If it's true that youthful offenders, who are punished by the juvenile courts for their offenses, are more likely to go on to commit more and more serious offenses than those who are not caught and punished, then maybe we should be "punishing" kids by ignoring their "misbehavior" until they are old enough, or their offenses are serious enough, to warrant handling in modified adult Civil/Criminal Justice System.

Obviously, the reactions to such rhetorical questions and incongruous responses will be varied, as well they should. What should be consistent, however is everyone's eagerness to explore new possibilities for dealing with age old problems. We cannot continue to casually concede that the present process is ineffectual, or worse, that it may well be counter productive to the intended purposes. Such self-indulgence and self-deception is truly a crime.

CONFLICT RESOLUTION THROUGH CULTURAL UNDERSTANDING

Carlos D. Romo, Ph. D., Human Relations Officer
Community Services Agency of Washoe County

In our world today, daily news and statistics appear to focus on many issues, negative at that, related to youth. For example, one hears about violent crimes, drugs, teenage pregnancies, educational shortcomings and problems, unemployment among youth, illiteracy and non-involvement in personal and societal decisions. While one must realistically understand and acknowledge the existence of such problems, often criticism abounds, instead of suggestions and activities which address the issues in a positive manner. One aspect which would significantly contribute to conflict and problem resolution is that of cultural understanding, awareness and tolerance. Let us examine several positive approaches to this matter of culture.

Operating on the premise that our American society is a culturally pluralistic one, it is possible to suggest ways in which this reality can more effectively be put into focus. Achieving a truly integrated and culturally representative society can be accomplished through an effective program on understanding of cultural similiarities and differences. Culture should be understood from a behavioral and social perspective; a tolerance of others who are culturally, socially, educationally and politically different must be instilled. Terms such as ethnocentrism, bias, prejudice, racial discrimination and others must be put into proper persepctive. Thus our society, young, middle-aged and old, must face the fact that conflict among culturally diverse groups is an important factor when the issue of violence comes into play. Minority and protected groups, as identified by the Equal Employment Opportunity Commission, appear to have a significantly higher involvement and subsequent conviction in criminal activities. Again, it is possible to impact some of these problems through cultural education and other activities.

Where there is conflict with youth who engage in violent activities with resulting tension, confusion and disrespect for others, our society should offer an avenue for resolution. Some positive suggestions include: 1) innovative, life-changing programs involving all sectors of our community; 2) active, new and practical strategies for addressing problems which result from cultural diversities, misunderstandings and differing values; 3) activities designed to make intergroup counseling more effective and realistic; 4) a deeper, more visible educational involvement by our schools in promotion of cultural universality, while at the same time furthering cultural enrichment and preservation; 5) our schools should also continue to offer multiethnic study units and teachers, administrators and parents should publicly renew their support and commitment to cultural understanding and most certainly, to the tolerance of groups and persons who have different or similar cultural values.

Additional suggestions for a better working and practical understanding would include: 1) a study of culture as a process whereby its function, structure and effect are defined in terms whose final outcome builds a lasting sense of respect, integrity and appreciation for all cultures; 2) a reinforcement of individual and collective cultural nuances which highlight a person's or group's feelings, images and pride in their culture; 3) training and instruction which include a variety of activities related to cultural issues, for example: communication workshops which emphasize the development of listening, confronting and problem resolution skills; 4) experiences which expand and bridge human and cultural awareness; 5) intergroup programs designed at dealing directly with personal attitudes which reflect cultural biases, prejudices and feelings of ethnocentrism and other types of conflicts.

In times where less dollars are made available to educational programs, including culturally oriented ones, where federal cuts have jeopardized needed services for all sectors of our society, especially youth, and where local and district governments are unable to allocate funds to provide minimal, much less adequate assistance, greater efforts must be made at operating programs which impact on human understanding and greater acceptance of cultural and personal differences. Our commitment to decent educational programs which result in good health and sound living conditions must necessarily be renewed; we have a responsibility and an interest in ensuring that Americans realistically promote coexistence of quality values among all individuals, irrespective of their ethnic or minority background. The end result of such understanding will significantly impact on our ability to get along with others and on our ability to diminish violence towards other human beings.

IMPLEMENTING NON-ASSAULTIVE ENVIRONMENTS
IN THE COMMUNITY, INSTITUTIONS, SCHOOLS AND FAMILIES*

Lee Alan Rengert,Assistant Professor of Education
Michele Papen-Daniel, Assistant Professor of Behavioral Science
University of La Verne, California

The model for implementing a non-assaultive envirorment in community, institutional and family settings focuses on five aspects of experience which contribute to the development of an intersubjective reality between participants in an aggressive or violent encounter.

Using these five components (Awareness, Assertion, Limits, Expectations and Contact) an assessment is made of aspects of an environment, both physical and interpersonal, which contribute to aggressive and violent behavior. Training strategies are then developed in each of the five component areas for interpersonal skill buildings. Finally the model is applied in community, school, institutional and family settings.

The only way to make our school significantly safer is to act promptly, responsibly and above all together. As with all projects, what is needed is a plan and leadership. The first step of action is the development of a coalition. This simply means finding those other people associated with your school who are concerned enough about school safety to take some action. This coalition need not be large initially, but it is most effective to have as many groups as possible represented (i.e. administrators, board members, teachers, support staff, parents, students, peace officers, etc.). The goal of the coalition is empowerment: to help the members and others see that they are not alone or helpless and that everyone has a role and responsiblity in creating a safe school environment. Ultimately the coalition will expand to include everyone involved with the school in much the same way that neighborhood watch involves all members of a neighborhood.

Assessment Before any effective action can be taken, a clear picture of the actual problem on your particular school site or sites is necessary. Two assessment instruments are available for this purpose, the School Security Checklist developed by the California School Safety Center and the Non-Assaultive Environment Inventory developed by the author at La Verne University. The first focuses primarily on the security of the school site while the second focuses primarily on systems, attitudes, skills and behavior within the total school environment.

While these assessment devices can be used effectively by one person choosing to take action, assessment is most effective and accurate when undertaken by a coalition. In this way a number of knowledgeable people can fill out the check lists and compare responses. It is very important to have meaningful input from a cross-section of students during this assessment stage. The site specific information identified in this assessment can be fed directly into the following implementation model to develop priorities and action plans.

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*Summary - "Creating Islands of Safety: Implementing the Non-assaultive Environment." and "The Management of Anger as an Approach to Stress Reduction." Presented at Life Stress Conference, SEPA Workshops, London 1982.

Implementation Strategy

The model for implementing a non-assaultive environment consists of five major components defined as follows:

Awareness: The degree to which all parties involved of actual degree of risk on campus.
- The degree to which involved parties are able to identify potentially dangerous or explosive situations and select appropriate intervention strategies.
- The degree to which involved parties are aware of their own level of stress, fear and anger when confronted with threatening situations.

Assertion: The degree to which all involved parties prize their right to work and learn in a safe and non-threatening environment.
- The degree of skill possessed by involved parties to express themselves assertively.
- The degree of skill possessed by involved parties to take charge assertively and handle threatening situations without resorting to aggressive and reactive behavior.

Limits: The degree to which involved parties are aware of their own limits and the appropriate limits placed by the school and community.
- The degree to which limits are communicated effectively and clearly.
- The degree to which all involved parties participate in meaningful limit setting.

Expectations: The degree to which involved parties have positive expectations of the behavior of others in the system rather than negative expectations.
- The degree to which expectations of all involved parties are realistic.
- The degree to which positive expectations are communicated.

Contact: The degree to which involved parties form supportive coalitions for teaching, learning, administrative and social purposes.
- The degree to which involved parties are able to effectively listen, empathize and communicate caring, respect and second support.

The implementation strategy involves rating each square of the model as to how much that particular dynamic contributes to a non-assaultive environment at your specific school site. An assessment of each of the five components is applied to each major group of people involved as well as to the curriculum.

The school safety coalition, either including or working with school and district administrators can now set priorities regarding its specific needs. developing short and long term objectives with deadlines and clearly identified responsibilities. These objectives will help the coalition to identify specific areas where technical assistance or training is required. It is most effective to have an elected chairperson/facilitator who will follow up on all deadlines, chair coalition meetings and monitor progress.

This implementation strategy allows concerned persons to get past the worry, assessment and planning stages without bogging down, and to move more quickly to action and improved school environment. Nothing involves others or generates community support as quickly as demonstrated impact and positive change. School crime and violence is an undesirable environment which can and will be replaced with a caring, non-assaultive learning environment. The strategies exist, the need exists, all that is needed now is your commitment, your energy and your action.

DEVELOPING STUDENT RESPONSIBILITY FOR VIOLENCE ON THE HIGH SCHOOL CAMPUS

Richard H. Tuttle, Assistant Principal
Alisal High School, Salinas, California

INTRODUCTION:

In September of 1977 a student was fatally stabbed by another youth on the steps of Alisal High School in Salinas. As a result, school administrators have, since that event, made persistent efforts to reduce the possibility of a recurrence of such a tragedy.

The development and implementation of the Conflict Resolution Team since that time has had a tremendous effect upon the overall school climate. The Conflict Resolution Team of Alisal High School provide the opportunity for students to help resolve student conflicts and to encourage attitudinal changes which will reduce the potential for violence by demonstrating alternatives to hostile or aggressive acts as the solution to conflict.

This program provides a rational process for resolving conflict between individuals or among student groups or gangs. It offers a viable alternative to the traditional school disciplinary policy based on automatic suspension.

COMPOSITION OF TEAM:

The Conflict Resolution Team is composed of approximately thirty students with six adult staff members as advisors. The staff members consist of two counselors, one conflict intervention specialist, a community/school advisor and an administrator.

OBJECTIVES:

1. To reduce the number of conflict situations arising on campus.
2. To reduce tension among students and staff.
3. To improve the over-all climate of the campus.
4. To promote harmony and understanding among the various ethnic groups composing the student body.

SELECTION OF STUDENT MEMBERS:

Students are recommended by all staff members and may be self-referred. Students who have been involved in conflicts and are borderline suspension cases in a leadership role are co-opted into becoming involved with the C.R.T. with the intent of offering them alternative skills in dealing with conflict.

Students are selected for the C.R.T. by participation in an informal interview with one C.R.T. advisor and one Senior C.R.T. MEMBER. Final selection is based upon the candidate's score on interview rating sheet with the principal criteria being the student's willingness to take responsibility for helping to reduce conflicts and eliminate violence on the campus.

TRAINING OF STUDENT MEMBERS:

Training for newly selected C.R.T. members is provided by Senior C.R.T. members under the supervision of C.R.T. advisors. This training consists of 3 days or 18-24 hours with a focus on communication facilitation skills. It includes learning how to defuse rage, knowledge of the role peer pressure plays in the school system, dispelling rumors, dealing with racial slurs, identifying sex role bias, use of appropriate terminology and knowledge of school law, the State Code of Education and district and school policy.

FACILITATION PROCESS:

Individual student members of the C.R.T. have demonstrated their commitment to the program by early identification of conflicts in the making and bringing these to the attention of the Team. Initially, the conflicting parties are dealt with by an adult member of the team, separately at first, providing time for the anger and emotion to subside. During this time a commitment to try the process is acquired from both sides. When the climate is evaluated as conducive to facilitation, the parties are brought together and the situation is turned over to a team of two student facilitators who have been informed as to the nature of the conflict.

The rules of the process are explained as follows: 1. Each party will be given an opportunity to explain their viewpoint without response from the conflicting party. Profanity is discouraged. 2. Differences between the viewpoints are identified by the facilitator and dealt with through controlled response from each side. 3. Reconciliation is then attempted. 4. If reconciliation is not reached, the matter is turned over to the administration. If reconciliation is reached, each side makes required verbal commitments and a written contract is signed. Violations of the contract at a later date are dealt with by the administration and suspension is generally issued. We have had very few contract violations.

THE HUGH O'BRIAN YOUTH FOUNDATION

Bruce Bogaert, Regional District Director
Hugh O'Brian Youth Leadership Foundation

The Second National Symposium to Decrease Violence: Youth Involvement and Juvenile Justice Programs is one of the most positive steps I have seen to go right to the heart of the matter of crime in this nation. For many years, most of us have been aware that crime-related problems usually begin at an early age. Too often, however, that's as far as it has gone. This Symposium is an honest attempt to go straight at the problem in a positive manner. When you consider the turbulent and fast changing world that our youth are brought into, it's easy to see what a fragile situation we are dealing with.

The Hugh O'Brian Youth Foundation is an attempt to address an area that is too often overlooked. That is to reward and recognize the young people of our country who have leadership potential and use their positive qualities to influence their peers who at this stage of their lives may be floundering and need help in directing their futures.

MOTIVATING TOMORROW'S LEADERS TODAY

Hugh O'Brian, President, Hugh O'Brian Youth Foundation
Film,Television and Stage Star

In 1958, I was privileged to spend a week in Africa with Dr. Albert Schweitzer. His remarks and observations were both profound and stimulating. One particularly struck home with me since my schooling was terminated early when I enlisted in the Marine Corps: "The most important thing in education is to make young people think for themselves."

As soon as I got home from that trip I undertook to put his words into action by setting up the Hugh O'Brian Youth (HOBY) Foundation.

Its program is basically simple: bring a select group of high school sophomores with demonstrated leadership qualities together with a group of distinguished leaders in business, industry, education, government and the professions and let the two interact. Using a seminar question and answer format, the young people get a realistic look at what makes the American incentive system tick, thus better enabling them to think for themselves.

The specific objectives of the Hugh O'Brian Youth Foundation are:

1. Seek out, recognize and reward leadership potential of high school sophomores here and abroad.
2. Encourage and assist members of this formative age group in their quests for self-identification and self-development.

3. Interface these potential leaders with recognized leaders in business, industry, government, science and education through give-and-take workshops.

4. Present through this exposure both exploration and advocacy of the American economic incentive system and our democratic process.

5. Stimulate opportunities for these young people to demonstrate their leadership abilities when they return home for betterment of community and country.

The program is limited to high school sophomores because they are beginning to make vital decisions about their place in society, including a college education and a lifetime career. They are therefore eager for more exposure to the "real world" outside the classroom. Second, if their leadership potential has evidenced itself adequately to win a place at the Hugh O'Brian Youth Foundation State or International Leadership Seminar, they subsequently have two years left with high school classmates to exercise and exert the leadership qualities they have sharpened and refined through the Seminar experience.

Nomination materials are sent in October of each year to the 21,000 public and private high schools in the United States by the National Association of Secondary School Principals. All 10th graders are eligible to apply. The outstanding 10th grade leader is nominated by each school and is certified by its principal. All nominees are eligible for selection to attend a two-and-one-half day weekend Seminar held in all 50 states and the District of Columbia each Spring. These expense-paid weekend workshops focus on the theme, "America's Incentive System." From each State Seminar, one boy and one girl are selected to represent their state at a week-long International Leadership Seminar held in late summer. In addition, young leaders from at least 20 countries are invited to attend.

The scope of the Foundation's educational efforts is greatly expanded through the distribution to high schools by the returning Seminar participants of printed and filmed material on "America's Incentive System." These educational materials, which are developed by the Hugh O'Brian Foundation, are then widely used by high school teachers of economics, government and the social sciences, reaching a potential of 7,500,000 students each year.

HUGH O'BRIAN YOUTH FOUNDATION
MOTIVATING TOMORROW'S LEADERS TODAY

REDUCING JUVENILE AND ADULT CRIME

Ted Sanders, Superintendent of Public Instruction, State of Nevada

In the recent past our nation has made great strides in the development of new technologies, the reduction of oppression against segments of our society and in many other areas that tend to improve the quality of our lives. These same advances have resulted in social backlashes that radically threaten these very same gains. For example:

- -45% of our marriages end in divorce
- -50% of our public school age students spend part of their childhood with a single parent
- -55% of our families include mothers who work outside the home
- -drug and alcohol abuse is rampant among our nation's teenagers
- -juvenile crime in our schools and communities is at an all time high

If we are to survive this social backlash, we must have leadership to alleviate the alienation of many of our youth. This alienation appears to originate with the family. Recent research data suggests that the level of social control exerted by a youth's family is an important determinant of later behavior. Therefore I believe attention to three major areas would reduce our problems with juvenile and adult crime. These are:

- -Provide meaningful parenting education to our citizens
- -Provide early detection and intervention systems with our schools and communities so that high risk youth are identified and assistance is provided to both them and their parents
- -Improve the climate of schools and make them more effective places where children may learn

COMMUNITY RESOURCES MANAGEMENT TEAM: A FIELD SERVICES STRATEGY FOR COPING WITH DIMINISHING RESOURCES

Herbert R. Sigurdson, President
Training Associates Incorporated, Boulder, Colorado

Problem

For reasons not entirely clear, probation and parole more than any other segment of the justice system find themselves in serious fiscal jeopardy. It is clear that staffing patterns have been seriously diminished and layoffs and cutbacks will continue. As staff resources dwindle, the field will find itself in an impossible situation of increased expectations with diminished resources. This "more with less" idea is the challenge of the 80's.

Some say that casework with its caseload counseling has never really been tried while others are convinced that it is the wrong approach given the demands placed on the field by the courts and the agency. Whatever one's view, it is clear that casework counseling is no longer possible or practical in today's fiscal crunch. A less labor intensive technology is required; one that will live up to the expectations of the decision-makers who establish fiscal policy.

Community Resources Management Team is one important way to address this problem. It can meet all expectations and in fact deliver considerably more service than traditional practice. Further, it can accomplish more with less staff and achieve levels of accountability that have not been part of probation management systems in the past.

Goals

To Increase:
- Efficiency and effectiveness of field services
- Quality of life of offenders
- Accountability of officers, clients and case records

Cost Benefits:
- Administrative cases handled by clerical staff, student interns or others.
- Cases needing social services are handled by community agencies with systematic progress reports.
- High risk cases can be monitored with help of law enforcement agencies.
- Team members assigned to specific duties (officer of the day, court, etc.) can serve all needs of all cases for the team.
- Team assignments are responsive to changing needs of the unit's pooled cases.

Accountability Factors:
- Team work enables staff to respond immediately to agency, court or client needs.
- Case reports are standardized, consistent and timely.

- All unit transactions are public (team) information and recorded in Master Calendar.
- All cases are seen on a scheduled basis determined by the team.
- Failure to report is "red flagged" in Master Calendar for follow-up.
- Team assignments are made at team meetings and scheduled for feedback and review in Master Calendar.
- Support staff manage the Master Calendar and the tracking and monitoring system.
- Team decisions insure greater justice and equality for all clients.

Solution

The Community Resources Management Team approach is a dramatic alternative to probation and parole field services. All staff, from clerks to professional staff work in a team mode with each functioning in clearly assigned tasks commensurate with their respective capability. In this assignment mode, professional staff will perform at its highest level of competence rather than being mired in routine administrative detail and clerical work.

The basic design element making this possible is pooling of cases according to a standard assessment procedure. Unlike other such instruments, assessment is based on the needs of the agency, the court/board, as well as client's needs. Client assessment is on the basis of normative needs rather than socio/psychological considerations.

The result of this approach is a clear understanding of the total dimensions of the work of the agency. Assignment of staff to accomplish the workload is just as systematically carried out. The work is pooled; one person goes to the jail for interview, not three of four officers, each to deal with one case. Another officer may be assigned to handle all cases going to court. Similarly, those administrative cases that require a minimum level of services are assigned to support staff. Roles are rotated for the very good reason that doing so gives variety to the workers and improves morale.

By using a pair of specially developed techniques, Master Calendar and Tracking and Monitoring of cases, everyone on the team is aware of the status of all cases and able to respond to any and all emergencies.

VISIONQUEST - CORRECTIONS OF THE FUTURE
ACTION-ORIENTED ALTERNATIVES TO INSTITUTIONALIZATION

Robert Burton, President, VisionQuest, Tucson, Arizona

Decreasing violence will require major change in the way our society deals with dysfunctional people. Instead of automatically channeling millions into the construction of prison walls and bars which breed the gang leaders and professional criminals of the future; instead of pouring money into those private programs that perform little more than a "baby sitting" function, are stagnant in theory and oriented to staff needs, we must take the time to assess those influences in our society which breed "warriorism" in children. We must critically look at the job we are doing and be realistic in any approach to the tough, angry delinquent. VisionQuest takes this mandate seriously and has dedicated its efforts to educating communities to the problems and the solutions.

In this respect, VisionQuest has identified some concepts that work with tough, angry delinquents.

Success

Poor self-image is chronic among delinquent youth whose identity is shaped by disrespect for authority and lack of positive accomplishment. VisionQuest presents situations where staff don't allow youth to quit, fail or fall back into negative behavior. This demands much from staff. It means that they must put the child first, at times at the expense of their personal time.

Success must permeate the total situation as well. VisionQuest is set up as a competitive business, where competence, success and change are encouraged and where mediocrity and cynicism are not tolerated. This positive ethic in the organization carries over into expectations of youth in the program.

Impact Programs

Kids are challenged to earn their way into VisionQuest by completing physically and emotionally demanding wagon trains, wilderness programs or sailing experiences. The setting is outdoors where natural resources, animals and movement become the environment for change, taking the place of stationary institutions or group homes where dead time and TV therapy are too evident.

Family

Family involvement is essential. The troubled youngster reflects problems in the dynamics of the family. Who is to blame--kid, parent, brother or sister--must not become the issue in family counseling. Rather commitment to the family must be evident, whether it means 24-hour availablility or the willingness of the counselor to move into the home.

Parenting Children

The youngsters we work with need first to be parented before being "counseled." Staff must understand that their role is as the adult and they must have the fortitude to say "no", enforce limits and maintain control.

Education

Public schools are inadequately prepared to deal with the aggressive child's violent behavior: verbal harassment, physical attacks and destruction of school property. In some instances, classrooms become battlegrounds--more often, the school simply bans the disruptive juvenile from the classroom. The banished child takes his or her violence into the streets where baffled citizens can control him or her no more effectively than the school.

At this point, VisionQuest successfully intervenes by placing the youth in a school setting where behavioral control by teachers is considered as essential as textbooks.

In this setting, each child works through his or her rage as emotional issues are dealt with and laid to rest. Only then can academic issues become a focus.

VisionQuest

4-H GALAXY -- A YOUTH PROGRAM TO DEVELOP RESPONSIBILITY AND COOPERATION

David A. Barbar, County Extension Youth Agent
Donna Margerum, Program Assistant
Washoe County 4-H Clubs

Washoe County 4-H Clubs initiated a special youth education program in 1981 entitled "4-H Galaxy". The purpose of "4-H Galaxy" is to provide educational, recreational and personal development programs for youth. Further, to help youth:

- *acquire knowledge and skills
- *develop attitudes and ability to cooperate with others and,
- *accept and discharge responsibility

The programs are made available to public and private agencies serving youth. The current list of participating agencies include:

- *Washoe County Public Schools
- *Reno Recreation
- *Sparks Recreation
- *YMCA
- *YWCA
- *Child Behavior Center
- *Several Churches
- *Several Day Care Centers
- *Campfire Girls
- *Washoe County Library - Stead

The uniqueness of the program and its success is directly related to the effective utilization of youth and adult volunteers. The program format is divided into a) out-of-school sessions and b) in-school sessions. During the 1981-82 calendar years the 93 out-of-school sessions had 22 different individuals volunteer as instructors with some 35 different agencies reaching over 2700 different youth.

The program was provided at approximately 11¢ per participant for consumable supplies. The target youth, approximate ages 7-14, received hands-on learning experiences which enhanced self-esteem and gave positive reinforcement to their school development. Older youth who served as instructors were given the opportunity to explore potential career choices.

The in-school programs, designed primarily for grades 4-6, utilized classroom teachers who received special educational aides and training from 4-H clubs. Plant science and food/nutrition subject matter supplemented existing school curriculum. Approximately 2000 youth in Washoe County Schools received the special "4-H Galaxy" programs.

4-H IN ACTION

EXPLORATORY WORK EXPERIENCE EDUCATION*

Gene Hillygus, Dean
Development and Public Affairs, Truckee Meadows Community College

There is a relationship between relevant, practical vocational education that consumes the interests of the students and truancy, vandalism, violence and boredom by high school students in and out of school. Many extremely competent high school students drop out of school only to find out that they cannot find a job because they do not have an entry level skill. The better the vocational education programs, the less the problems of truancy, violence and vandalism in the schools.

The schools cannot afford or the taxpayers will not support the high cost of equipping the schools with modern up-to-date equipment for the high school shops. That is why I recommend work experience programs tied in with the business and industry of the community. They have the equipment and the expertise as well as the attitude to help if they were properly approached, at least based on my experience they do.

...A long range plan and a complete set of program objectives to meet the needs of students should be developed through the collective efforts of all certificated personnel working in the Exploratory Work Experience Education program. An advisory committee could be organized by selecting community members who reflect a cross-section of the school community and which would include business, industrial and professional interests. A district level "director" should be given full responsibility for the coordination and organization of the program in relation to the size of the district and the needs of the pupils as determined by the "needs assessment" survey.

...Exploratory Work Experience Education should be an ongoing program during the entire school year and throughout the summer since there is increased opportunity and flexibility for student placement during the summer. All students, grades nine through twelve, should have an equal opportunity to experience a variety of assignments before high school graduation. On-the-job visitation and supervision should be a regularly scheduled function of the Exploratory Work Experience Education staff.... to observe the activities of the students to determine if these are of an educational nature and if they will contribute to the career development and vocational guidance of the students.

...A better job of career guidance could help solve many of the problems of relevance and alienation faced by schools today. Work experience education should continue to build its place as an effective career guidance activity through the direct experiencing of the changing world of work.

*Summary - "A Survey of the Exploratory Work Experience Education Programs in Selected School Districts in the Southern Region of Southern California." A Thesis Presented to the School of Education, California State College, Long Beach, September 1971.

CHARACTER EDUCATION AS A STRATEGY FOR REDUCING VIOLENCE, VANDALISM AND DISRUPTIVE BEHAVIOR

B. David Brooks, Ph. D.
Vice-President, Thomas Jefferson Research Center
Pasadena, California

Character Education focuses on two of the central challenges facing public schools today -- improving student behavior and building better citizens. This program enables classroom teachers to help children develop personal values and improve personal behavior. Teachers feel a sense of accomplishment and enthusiasm as they watch their students' growth. "I think it is the most exciting project available for teaching." is a typical teacher response to the program. Character Education can be worthwhile for both students and teachers.

Character Education is based on the conviction that schools can make a difference and children learn more when they behave in harmony with their own values and those of others. The Character Education Curriculum strengthens the school's involvement in this responsibility and has the following goals:

To help each student develop positive values.
To improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens in their school, community and society.

The program helps the child develop his/her own positive values. It is based on the belief that the child who considers all available facts about the likely consequence of his/her behavior will choose to behave in ways which are satisfying to him/her and beneficial to society.

Concept development requires free discussion with others. Hence, discussion by students is an essential part of character education. Helping students find their own values is the basic concept of the program. The process of developing values applies to teachers as well as to the children. In helping children recognize the need for having standards that will enable them to live and work together productively, it is necessary for the teacher to examine values with the students.

IMPROVING STUDENT ATTENDANCE

Based on reports from teachers and schools, we believe the program can assist in improving attendance. For example, a school in Harlingen, Texas found that "During the first six-week period, we gained 276 days of attendance; the number of students referred to the office for discipline dropped from 40 to 50 each week to an average of one each day."

IMPROVING CLASSROOM DISCIPLINE

Improving character and behavior are two of the most elusive problems in public education. Evaluating success in these areas is one of the toughest challenges an evaluator can face. Nevertheless, there is evidence that students in the Character Education program showed more progress toward improved behavior than students in control schools. An independent research study concluded that when used at the early and middle elementary grades, the American Institute for Character Education Curriculum does, in fact, improve character related behavior, particularly in the following areas: honesty,truthfulness, kindness, generosity and helpfulness.

REDUCING THEFT, VANDALISM AND VIOLENCE

The principal of Public School #63 in Indianapolis, Indiana attributes the following changes to Character Education:

> "The building resembled a school in a riot area; $3,500 of glass had been broken between September and June; the pupils were rude, discourteous and insolent. They had no school pride, very poor self-image and were disgruntled to attend school. Since we started Character Education, there has been less than $100 worth of glass breakage and student attitudes have greatly improved. Students are now respectful and cooperative and there is a feeling of one for all and all for one."

Additional information can be obtained from The Thomas Jefferson Research Center, 1143 North Lake Avenue, Pasadena, California 91104. (213)798-0791.

TRIAD EDUCATION, A NON-VIOLENCE FORMULA

David C. Morse, Chairperson, Counseling Department
Elk Grove High School, Elk Grove, California

Triad Education contributes to students learning to develop their potential toward a three fold goal. (1) To function successfully when under the control of others; (2) to learn responsible independence; (3) to learn to build constructive relationships with others.

Triad Education is based upon the beliefs that students want to learn, that teachers want to teach, and that the learning is mutually effective to the degree students are involved in the total learning experience.

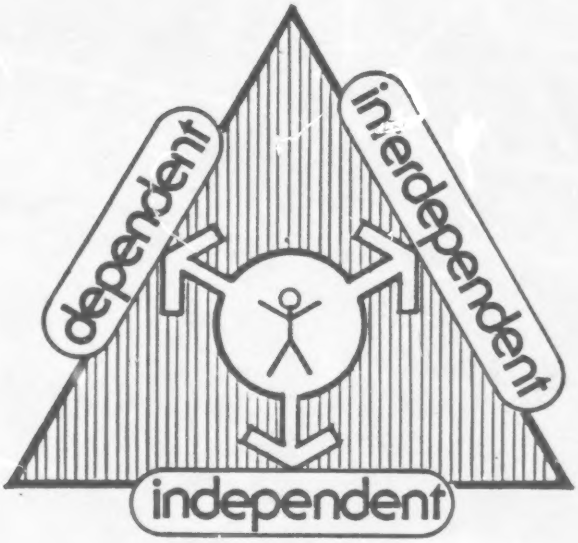
Triad Education differs from customary education due to the implementation of a procedure that allows for greater student involvement in the planning, controlling, evaluating and measurement of the learning. For this involvement the process uses three (3) main human resources; the teacher, the student and the student-teacher relationship, to improve the productivity of the learning. Students have a greater opportunity to discover more about their resources and learning potential as they contribute to the learning situation. Experience has shown that if given the opportunity, students can make significant contributions to the learning.

In Triad Education at times predetermined by the teacher, both the student and teacher fill out Triad Student-Teacher evaluating forms. Each will write about the student's progress. The student will know ahead of time the teachers cannot change the student's grade. The teacher and student then cooperatively participate in a mutually controlled evaluating conference. The purpose of the student-teacher conference is for mutual feedback to help productive decision making and goal setting for both the student and the teacher. Teachers differ on how often this is done during the semester.

A semester of teacher-student mutual interaction regarding planning, controlling, evaluating and measurement of the learning leads to a mutual understanding and acceptance of the teacher's final measurement.

One of the goals of education should be for students to learn to cope with undue stressful situations. The coping styles they learn should be productive rather than violent. Our customary student dependency educational process allows for learning violent coping styles. The only choices a student has when stressful in a dependent situation are: submission, rebellion, escape and manipulation. All of these can produce violent persons. Learning these violent coping styles can carry over to present and future family life. It is the ethical responsibility of education in a democratic society to teach non-violent coping styles. If it does not, the educational process itself can be a violence causative factor.

In Triad Education, the students have a chance to learn a non-violent reaction when dealing with undue stress. Students can become interdependently involved in a mutual trust interactive process with the teachers at all grade levels. This can also be used for intervention if the stress has reached the initial stages of violence.



ON THE ROAD AGAIN

Gerry Orton, Region IX President, National Network of Runaway and Homeless Youth
Debbie Kennedy, Director of Foster Youth Services
Cathy Uccelli and Carol Galantuomini, Foster Youth Services Counselors

Foster Youth Services is a nonprofit agency dedicated to serving local youth and families. The youth emergency shelter component focuses on runaway, pre-runaway and homeless youth and their families. The agency provides crisis counseling, temporary shelter, educational services, arranges counseling sessions for parent or guardian, refers and coordinates other appropriate services and provides aftercare.

Foster Youth Services' main objective is to reunite the natural family unit--that alone may encompass a vareity of varied tasks.

Foster Youth Services was developed to address and provide for needs identified as unique to this community. The focus of delivery is on prevention and support, building bridges of communication among all those concerned with meeting the life requirements of youth and their families.

Impact on Youth and Community

Probation and police have estimated that there are approximately 500 - 1,000 runaways in Washoe County.

The Foster Youth Services Shelter Program began implementation January 1982. To date the agency has served 102 youth and their families. Approximately 10% of the youth served have required alternative placements, which reflects 90% have been reunited with their natural families.

Keeping kids off the streets decreases the incidents of teenage prostitution, burglaries, drug dealing, sexual exploitation (pornography) and possible homocide. Because survival is essential, running away often leads to such activities. What begins as a cry for help can end in tragedy.

Foster Youth Services believes in families and is working diligently to prevent runaway episodes from occurring and to help youth solve their problems in a more appropriate way.

DEVELOPING AND MANAGING SPECIAL OR FUNDED PROJECTS FOR YOUTH SERVICES

Annette M. Gromfin, Consultant and Lecturer
University of Southern California

Specially funded projects are often the vehicle for trying new ideas to improve youth services. They are usually concerned with change processes in organizations and communities. They have a number of unusual problems because they are often viewed as different from and outside of the regular organization or system. They are seen as "temporary systems". They often do not get the same support and resources as traditional programs. As resources to support these programs are becoming more limited and competitive, it is becoming increasingly important to help programs work as effectively as possible and to find ways of institutionalizing good projects as part of existing or regular services. Success of a program is often related to how well it meshes with the goals of the organization or community and is supported by it.

Strategies and techniques which are practical and contribute to effective programs include: community involvement and planning; program development; utilization of resources such as education, community, and business; staff development; gaining support for the effort and institutionalizing the effort.

Areas covered in the workshop include: The role of special projects in creating change and improving services, recent research on factors that contribute to effective programs, relationship of programs to overall goals of organizations or communities and some strategies in planning and managing projects and new services.

IMPORTANCE OF YOUTH INVOLVEMENT

Josephine Gonzales, Executive Director
Inter-Tribal Council of Nevada, Inc.

In today's scheme of disarray, not enough importance has been placed upon the importance of youth involvement or the transferring of responsibility to these young people.

We cannot expect the "changing-of-the guard" to happen overnight without any ill effect on everyone concerned.

Education, unfortunately, is still a luxury that too few can afford. Needless to say, the target groups that need the most help are the ones whose young do not have the means to enter higher institutions of learning or they drop out before they would have graduated.

Education - formal or informal - is a prerequisite for participation. Those of us that have succeeded have an obligation to our youth. Many of us that are already within the structure must initiate ways to involve the youth within our organizations and within the political arena. Experience is a key factor to success.

More specifically, for the most part, the Indian youth comes from a geographical location that offers little incentive or opportunity for involvement. There is no economic base which would afford any type of employment. Indian youth are forced to leave the reservation for outside employment. The youth that stay behind are unemployed, unskilled and uneducated. The Indian youth who do receive an education, unfortunately, do not come back to the reservation. They seek employment in the non-Indian community where jobs are more readily available. If an Indian youth wanted to go back home, they cannot because there are no jobs.

In the large Indian communities or where the Indian community is situated near a city or town the Indian youth can remain in his/her community because of the proximity to his/her work. In these instances, you may have an older "young" person express an interest in tribal government.

However, it is this author's opinion that not enough active recruitment is being done to encourage the participation of tomorrow's leaders. The youth of today also have a responsibility to express their concerns and opinions to those who are in a position to change the system.

The potential for leadership lies within each youth regardless of his/her background, education or ethnic persuasion.

We need the youth. Let us prepare them adequately. Only by investing our energies, money and time can we insure a marketable and successful product.

SCHOOL RACIAL CONFLICT PREVENTION AND CONTINGENCY PLANNING*

William A. Briggs, Conciliator, Community Relations Service
United States Department of Justice, San Francisco, California

In 1960 when I first began working as an intergroup educator promoting integration techniques, I read a book by Gertrude Noar which was distributed by the Anti-Defamation League. The book, Information Is Not Enough, confirmed my own findings. I never believed--as some persons apparently did--that by merely assigning children to desegregated schools and informing them about one another, that stereotypes would evaporate, hostility would disappear and racial and ethnic isolation would become a thing of the past. Nor did I think that merely by reading about equality, students somehow would be transformed miraculously into more democratic and caring personalities.

Now twenty years later there are some sound answers to the question: How do you do it? Although the research has no conclusive finding, there are strong indications of what works. N. H. St. John's School Desegregation: Outcomes for Children (1975) included a look at 40 studies over a 20-year period ending in 1974. E. G. Cohen's "The Effects of Desegregation on Race Relations" (1974) and M. W. Carither's on racial cleavage in 1970 did similar reviews and reached exactly the same conclusion: Sometimes good things happen; sometimes they don't. In 1977 Robert E. Slavin and Nancy C. Madden at the Center for Social Organization of Schools, The Johns Hopkins University, turned their attention--not to the effects of desegregation--but to learning what factors determine positive and negative results. Their review of relevant studies revealed:

(1) "a significant relationship between positive race relations outcomes and positive attitudes toward race or emphasis on social goals (as opposed to purely academic goals) by teachers and principals."

(2) "interracial contact in the classroom...as a part of teaching patterns structured to increase interaction or through integration of seating assignments may be a critical factor."**

The Slavin-Madden research analysis found that the "practices that most consistently affect interracial attitudes and behavior are those that directly involve students, as opposed to teachers, and more specifically structure black-white interaction." The Slavin-Madden findings are based on an analysis collected by Educational Testing Service in 1974 involving 96 elementary and 72 high schools. Multicultural texts, teacher workshops and interracial advisory committees, it was found, do not affect student interaction; nor do student discussions of race relations and minority history measurably produce positive effects on racial attitudes.

In the 1980 summer Review of Educational Research, Slavin reports in 28 studies involving 6628 students in grades 2-12 from urban, suburban and rural schools in the east, west, midwest and southwest, that cooperative learning techniques have shown very promising results. While these techniques are "significantly better" for academic achievement in most cases and "no worse than traditional", more competitive methods, they "have strong and consistent positive effects on relationships between black, white and Mexican-American students."

Actual interaction among students then, has the strongest influence on interracial behavior and attitudes. The assignment to multi-racial, cooperative learning teams has a more positive influence on students liking one another regardless of race or ethnicity than the traditional classroom situation. In addition, students did better academically, liked school more and attendance was improved. Elliott Aronson of UC Santa Cruz in his book, The Jigsaw Classroom, (Sage Publications 1978) and in his 1975 Psychology Today article ("The Jigsaw Route to Learning and Liking") outlines one such method and reports excellent results. David L. De Vries and others report similar findings in The Journal of Educational Psychology (1978) in an article entitled, "Bi-racial Learning Teams and Race Relations in the Classroom: Four Field Experiments Using Teams-Games-Tournament."

I am certainly not ready to suggest--and I don't think the research would support it--giving up on black and ethnic studies or human relations training for teachers. In fact Dr. Gloria Powell of UCLA has found in her review of the literature that the classroom teacher is the key factor in promoting positive self-esteem among minority students and in providing a positive integration experience. Other studies identify the principal as a key factor.

Since none of us function in an ideal context for nurturing positive student interracial and interethnic experiences in the classroom, it is best that we have a whole"knapsack" full of tricks like Billy Bunny, the character of my childhood storybook, who when he was faced with a problem always seemed to have something in his knapsack that got him back on a safe track and to his chosen goal. A careful look at student interaction is justified by the latest findings as I have noted; and I think the creative principal and classroom teacher will come up with even more ways of providing students with such opportunities once they become familiar with the methods of Noar, Slavin, Aronson, DeVries and others. My own experience tells me that once teachers identify a useful tool or practice, they quickly find numerous ways of applying it, ways of which the originator never dreamed.

---Extensive section on programs that work, is followed by the question, "But what if---after all you've done--racial conflict occurs in your school anyway?"

Without contingency planning or emergency action plans, a school cannot respond well either prior to or after the occurrence of any kind of disruption, racial or otherwise. Unfortunately some school and police authorities prefer to continue without a contingency plan for school emergencies working day after day fearful that if you talk about preparing for violence you might cause it. According to that approach, fire drills are what cause fire. But contingency planning is no laughing matter. At one California high school, a tanker truck of highly explosive material became trapped between two school buses full of students being sent home because of disruption. The tanker just happened to be passing the school as police blocked off the area, unintentionally creating a dangerous situation. With contingency planning, the students might not have been sent home in the first place. And perhaps, the police never would have been needed.

*The views expressed are those of the author's and do not necessarily represent those of the Community Relations Service, United States Department of Justice.

**Robert E. Slavin and Nancy C. Madden. School Practices That Improve Race Relations: A Reanalysis. Report #264, Center for Social Organization of Schools, The Johns Hopkins University, October 1978.

ONE ROOM SCHOOLHOUSE + WORK TRAINING + COLLEGE COURSES KEEP DROP-OUTS AND YOUTH OFFENDERS IN SCHOOL

Joseph Wilczak and Judith Wilczak, Ed. D., Co-Directors
Dante Computer Learning Center, Los Altos, California

The Dante Learning Center is a private educational program designed to stimulate achievement in high school dropouts and underachievers. Dante employs a self-contained (one-room school house) back-to-basics academic structure; a specially supervised cooperative work training program (work study cooperation between employer, student and teacher); and university and/or community college coursework supervised by the high school teacher.

Student Enrollment

During the past academic year, Dante had an enrollment of 22 dropouts (13 males and 10 females), referred to us by area public schools from San Jose to Redwood City. Their ages range from 16 years to 22 years; only three had never been on probation and nine students had been arrested more than once.

Two special group characteristics were noticed:

a) Despite the wide geographic area represented, almost all of our dropouts seem to have known each other at one time or another prior to their enrollment at Dante.

b) Only seven students came from broken or divorced family environments.

Academic Program

Dante has been described as a one-room schoolhouse. This reflects its self-contained academic structure. All subjects are taken without changing classes. Generally, most dropouts we dealt with during past years have a history of doing well with this type of structure in elementary school and readily adapt to it again at the high school level.

Subjects studied in the core curriculum are a combination of English grammar, sentence construction, writing, reading, literature, social studies (U.S. history, Government and Constitution, Geography), and business math and general science. Students also enroll in area colleges for higher forms of math, science and special interest subjects. It is important to note at this point that the same classroom personnel who teach the dropouts in the core structure supervise and help the dropout with his/her college involvement.

C. W. T.: Work Study

Attendance, as in previous years, continued to be a strong point of the Dante program. Our dropouts seem to adapt almost immediately to this type of structure. Parents are required to call in once per week for a progress report. In the C.W.T. Section each student, except one, was gainfully employed during the school year. Several students held more than one job. We hope to secure the services of several senior citizens during the coming school year to further develop the work-study aspect of Dante.

Following is a breakdown of the student body:

3 were graduated
1 entered an assembly trainee position
1 completed G. E. D. in the military
8 completed their Junior year and will enter their Senior year in various high schools
4 completed their Sophomore year and will re-enter regular programs.
1 left school and retained employment
1 left school to incarceration
2 left school and have no employment
1 transferred to a school our of the area

The program itself experienced the following developments:

-Personnel from various school districts recognized the positive qualities of our method by referring their dropouts to us and by bringing their peer-counselors-in-training to Dante for morning workshops.

-A course, entitled High School Dropouts: Facts and Fallacies was taught by Dr. Judith Wilczak at Stanford. In addition to their course units, students also received undergraduate units for working with Dante students.

-A panel discussion utilizing Dante personnel, family law specialists, social workers and probation officers was held at Stanford and open to the public.

-With the exception of 5 students the students that finished in June were the same students that began their academic year with us.

"THE RIGHT TO RECEIVE GOOD ADULT EXAMPLE."

Victoria Iori, Executive Director
National Conference of Christians and Jews, Northern Nevada Region

The Children's Bill of Rights includes the following right which appears to carry the message of the whole document: "The right to receive good adult example." Everyone's definition of "good" will differ to some degree but there can be no doubt about example, for all of us it is the acting out of what we believe is "good". Children do need to learn that there is an acted out consistency between what adults teach and demonstrate to them through the activities of life.

As each of us develop and grow into independent individuals, we assume for ourselves a set of values and attitudes that are uniquely our own. Our minds adjust to and blend the many experiences we have and from these we form our own beliefs. Most of what we learn about caring, thoughtfulness, neighborliness, community responsibility, respect for others, etc., is transmitted to us by the example of others - their behavior impacts on us much more profoundly than their words. Children have the right to good adult example.

A true respect for life and the rights of others negate the possibility of bigotry, prejudice and discrimination as part of our value system.

We adults can and do teach all the young persons we come in contact with what we believe is right and good. We do this by our example, by the way we conduct our lives. Preaching and teaching respect for the rights of others, honesty, loyalty or whatever means little to children unless they see these values being lived consistently by their elders.

This is no easy task, we are often confronted by situations by which our own value systems are challenged and tested. Sometimes we are not the best examples in the world. We can still be honest with the young and admit to our human frailty. We can explain to them the reasons for a particular behavior - or just admit to having "messed-up" by acting poorly in that situation. Explaining ourselves helps children to understand that we are honest, able to admit mistakes and most importantly that we respect them enough to consider their feelings and thoughts. We also teach them that a mistake is just that. It does not mean that we are "bad" because of it. A negative act can lead to a positive learning experience for ourselves and the children involved.

The example reinforces the natural tolerance children have for others. It also reinforces the fact that, as adults, they can remain understanding, forgiving and respectful of the feelings of others.

"Children have the right to good adult example."

YOUTH PARTICIPATION PROGRAMS AND DELINQUENTS

M. James Toner, Training Director
National Council of Juvenile and Family Court Judges

Last year more than one million youths were referred to juvenile courts in this country for delinquency. Few, if any of this number, know what true youth participation programs are, let alone have bona fide access to them.

Youth participation programs are possible in an almost unlimited continuum of human activities. In addition to the real potential for wholesome youth development, such programs are a phenomenal resource not only for delinquency prevention, but for delinquency control. We know the program benefits: self-worth increases; learning grows; responsibility takes on new meaning. These are the very needs of the disenfranchised youths prone to delinquency. The challenge is to make the linkage.

We need to promulgate even further the concept of youth participation. In addition to schools, churches and service groups, we need to sell further juvenile institutions, probation departments, aftercare services and related delinquency programs on multiplying youth involvement. We need to make available to them all the vast catalogue of participatory projects. Only then can we reach out and draw in those youths with only losing as an experience.

Youth involvement programs for the achiever need to continue. But such programs for the delinquent need special impetus. Training programs such as this gathering serve exactly that purpose.

The payoff occurs when each of us carries this message home--and then does something about it.

ORGANIZED MAY 22 1937

LOUIS W. McHARDY / Executive Director

The Second National Symposium to Decrease Violence
Youth Involvement and Juvenile Justice Programs

CRITERIA FOR PROJECT SELECTION FOR AWARDS

1. Original and innovative programs.
2. Applicability in other communities.
3. Youth involvement
4. Successful results.
5. Cost and personnel.
6. Training and audio-visual materials usable as a model.

PURPOSE OF AWARDS

1. Recognize person(s) or program(s) that make a significant contribution to the positive direction of youth, control of violence and deterrents of violence.
2. Generate public awareness of the seriousness of the problem of youth violence, causes of violence and youth controlling youth.
3. Increase interest in implementing alternatives to youth violence, the positive approach and utilization of youth talents.
4. Stimulate using these programs as models in other communities.
5. Publish projects in a monograph of the proceedings.

The Second National Symposium to Decrease Violence
Youth Involvement and Juvenile Justice Programs

NATIONAL AWARDS FOR OUTSTANDING YOUTH INVOLVEMENT PROGRAMS

YOUTH SERVICE UNIT, YOUTH SECTION. Trenton Police Division, Trenton, New Jersey.
Program Director: Captain Thomas S. Williams, 225 N. Clinton Avenue, Trenton, New Jersey 08609. (609)989-4081.
The Youth Service Unit reduced recidivism among juvenile offenders through prevention activities, counseling services and employment programs. The Third Annual "Trenton Public School Students Achievement Day" Awards program was held at the City Council Chambers. A standing room only crowd, including many area dignitaries, warmly and enthusiastically acknowledged the 100-student honorees and their parents. The students received medallions from Mayor Arthur J. Holland. A greater percentage of juveniles are diverted from the court by handling more minors informally within the Youth Section. Direct professional help is provided to juveniles and their families who come in contact with the police department. The police-social work team approach is promoted. The school education program improves relations between the police and the city youth.

SI SE PUEDE (IT CAN BE DONE). Santa Clara County Office of Education, San Jose, California.
Program Director: Dave Aikman, Santa Clara County Office of Education, 100 Skyport Drive (222), San Jose, CA 95115. (408)947-6629.
Si Se Puede project "salvages kids and upgrades East San Jose neighborhoods at the same time." The innovative downtown area project is aimed at cutting crime, vandalism and truancy and at building neighborhood pride. It uses a network of public and private agencies to achieve its goals. Si Se Puede youngsters, ages 13 to 17, cut up driftwood, dragged debris out of the creekbed, stacked it along the banks of the Coyote River and helped community volunteers. Troubled youngsters are given the opportunity to see that they can make a difference by their own efforts to make the world a better place. Youths form positive relationships with community and agency people who can help them deal with their problems and improve their attitudes toward themselves, their school and the community.Adjudicated delinquents are diverted from the formal criminal justice system through the community diverson program. New recreation/leisure time programs have been developed.

PROJECT PREP. Community School District 9, Bronx, New York.
Program Director: Glen Bader, Community School District 9 1377 Jerome Avenue, Bronx, New York 10456. (212) 992-3531.
Three models of alternative education interrelate to address successfully some of the problems of juvenile delinquency in a blighted urban area of New York City. The models include: 1. An alternative school which serves seriously troubled sixth seventh and eighth grade students in four junior high schools;
2. An in-school program that addresses problems and destructive coping strategies of sixth, seventh and eighth grade students in eight additional schools;
3. An after school program that provides counseling recreation and other activities in the late afternoon and evening. Academic subjects are taught in the morning sessions. Afternoon activities include hands on approaches to typing, arts and crafts, photography, music, computers and auto mechanics. Informal teaching and counseling continue in after school activities, on educational

trips and on camping excursions as students and staff interact. A link for students and their parents with the staff continues 24 hours a day, 7 days a week through a hot line (telephone) which is monitored by staff monitors. After special orientation, students perform volunteer duties at hospitals, senior citizens' homes and even in courts where some have served as junior clerks. Some 16 year olds serve in the afternoons as junior apprentices-approved by management and unions- in a cement plant with a program of instruction planned by the company. An ongoing project of community beautification involves students seeking and receiving approval from the local planning board to clear vacant lots of rubbish and rubble. The Department of Sanitation cooperates by providing men and vehicles to haul away the debris. Students build raised planting areas that are made available to residents to plant vegetables and flowers. Motivation is given and personal responsibility is encouraged through all activities and especially through the student council which includes representatives from the alternative school and the in-school program. Codes of behavior and responsibility are discussed and agreed to. Students learn they can positively effect decisions relating to their own lives. Truancy has been eliminated. Attendance is higher than the district-wide average. Incidents of involvement with the police have dropped dramatically. The staff works extensively and cooperatively with the parents. Parents are called daily to discuss progress at the school.

CERTIFICATES OF MERITORIOUS RECOGNITION AWARDS FOR YOUTH INVOLVEMENT PROGRAMS

SOUTHERN OREGON DRUG AWARENESS PROGRAM. Medford, Oregon.
Project Director: Virginia Stewart, Co-Moderator Southern Oregon Drug Awareness, Principal, Hederick Junior High School, 1501 East Jackson Street, Medford, Oregon 97501-3188. (503)776-8778.
The community and the school work together to fight drug abuse. Armed with strategies of cooperating, caring, and taking a determined stand against drugs, the program has had a tremendous impact on the children and adults in Medford, Ashland and neighboring towns. The ultimate goal is to improve the quality of life in Jackson County by reducing and eventually eliminating the drug problem and other related human relations problems, through education, encouragement and referral to specific agencies that offer additional help. The Business and Industry Committee creates an awareness of the drug problems among business and industry leaders and encourages support of drug and alcohol abuse agencies. It sponsored a meeting where business and industry leaders met with representatives from social agencies and with students. All types of people were together discussing the community's drug problem. The Law Enforcement Committee publicizes the laws on drugs and penalties for drug abuse and sale. Members have begun lobbying efforts, and work with police, the courts and social service agencies to develop effective alternatives for rehabilitation of drug and alcohol abusers. The Community Information Committee provides publicity for the program. The Parent Education Committee provides information and assistance for parents on drug and alcohol abuse. It encouraged the formation of parent support groups and trained parents

to become part of a support network for young people. The School Curriculum Committee's purpose is to promote continued drug awareness within schools through a K through 12 drug and alcohol awareness curriculum integrated into the regular curriculum. The Youth Development Committee arranged to have twice a week non-hour "brown bag" sessions for junior high school students who want to talk about drug or alcohol related problems with substance abuse counselors from Jackson County Mental Health Department. "Project Listen" classes are taught by school counselors. They bring in people from community social service agencies to discuss their program and answer students' questions. The classes serve as a peer group support system and helps the students understand themselves and each other better. It has given students problem-solving, listening, and assertiveness training skills. Frisbee contests, tug-of-wars, obstacle course races, mylar balloons with anti-drug slogans, a film on alcohol abuse, video tapes of Toma's visit and stage band concerts are part of lunch-time activities designed to encourage students to "get high on life" instead of drugs and alcohol.

HUGH O'BRIAN YOUTH FOUNDATION. MOTIVATING TOMORROW'S LEADERS TODAY.

Project Director: Hugh O'Brian, President, 10880 Wilshire Boulevard, Suite 1500, Los Angeles, California 90024. (213)474-4370

The Hugh O'Brian Youth Foundation brings a select group of high school sophomores with demonstrated leadership qualities together with a group of distinguished leaders in business, industry, education, government and the professions and let the two interact. Using a seminar question and answer format, the young people get a realistic look at what makes the American incentive system tick, thus better enabling them to think for themselves. The program is limited to high school sophomores because they are beginning to make vital decisions about their place in society, including a college education and a lifetime career. Second, if their leadership potential has evidenced itself adequately to win a place at the Hugh O'Brian Youth Foundation State or International Leadership Seminar, they have two years left with high school classmates to exercise and exert the leadership qualities they have sharpened and refined through the Seminar experience.

WASHOE COUNTY "4-H GALAXY" PROGRAM.

Project Directors: David A. Barbar/Donna Margerum, Washoe County 4-H Clubs, P.O. Box 11130, Reno, Nevada 89520. (702)784-4899

The "4-H Galaxy" program provides educational, recreational and personal development programs for youth. The programs are made available to public and private agencies serving youth. The uniqueness of the program and its success is directly related to the effective utilization of youth and adult volunteers. The program format is divided into a) out-of-school sessions and b) in-school sessions. The target youth, approximate ages 7-14, received hands-on learning experiences which enhanced self-esteem and gave positive reinforcement to their school development. Older youth who served as instructors were given the opportunity to explore potential career choices. The in-school programs, designed primarily for grades 4-6, utilized classroom teachers who received special educational aides and training from the 4-H Clubs. Plant science and food/nutrition subject matter supplemented existing school curriculum. Approximately 2000 youth in Washoe County Schools received the special "4-H Galaxy" programs.

TRIAD EDUCATION, STUDENT INVOLVED LEARNING.

Program Director: Mrs. Elizabeth Pinkerton, Administrator, Elk Grove High School, 9800 Elk Grove Florin Road, Elk Grove, California 95624. (916) 685-9536

Triad education is the union of dependent, interdependent and independent planning, control, evaluating and measurement in the educational process. It contributes to students learning to develop their potential toward a three-fold goal. (1) To function successfully when under the control of others, (2) to learn responsible independence, (3) to learn to build constructive relationships with others. Triad education differs from customary education due to the implementation of a procedure that allows for greater student involvement in the planning, controlling, evaluating and measurement of the learning. It uses the resources of the student and the student-teacher relationship as well as the teacher to improve the productivity of the learning. Students discover more about their resources and learning potential as they contribute to the learning situation. Experience has shown that if given the opportunity, students can make significant contributions to the many aspects of the learning. The Triad process is implemented through Triad student-teacher evaluating. Both the student and the teacher mutually share in writing the evaluating and measurement of the student's progress and also in ideas for improving the learning situation. The teacher and student then cooperatively participate in a mutually controlled evaluating conference. Teachers differ on how frequently this is done during the semester. The purpose of the student-teacher conference is for mutual feedback to help productive decision-making and goal setting for both the student and the teacher.

DANTE COMPUTER LEARNING CENTER.

Program Directors: Judy and Joseph Wilczak, 201 Covington Road, Los Altos, California 94022. (415)948-6615; (415)326-1806

The Dante Learning Center is a private education program designed to stimulate achievement in high school dropouts and underachievers. Dante employs a self-contained (one-room school house) back-to-basics academic structure; a specially supervised cooperative work training program (work study cooperation between employer, student and teacher); and university and/or community college coursework supervised by the high school teacher. All subjects are taken without changing classes. Generally, most dropouts we dealt with during past years have a history of doing well with this type of structure in elementary school and readily adapt to it again at the high school level. Attendance, as in previous years, continued to be a strong point of the Dante program. Our dropouts seem to adapt almost immediately to this type of structure. Parents are required to call in once per week for a progress report.In the Cooperative Work Training Section each student, except one, was gainfully employed during the school year.

PALMARE JR. HIGH SCHOOL T.V. NEWS

Program Directors: Warren Veasey and Lynn Huffland, Palmare Jr. High School, 2211 N. Orange Grove Avenue, Pomona, California 91767. (714) 623-5251, ext. 393

A weekly half-hour video news program produced for and by the students in this predominantly minority elementary school. The students use a magazine format for the program and include both faculty and community personalities as subjects for coverage. The students involved in this program began production before and after school hours, using available equipment and technical assistance from Art Peltz, Communication Specialist with the U.S. Community Relations Service of the U.S. Department of Justice. The students taped and edited the program and selected topics of interest to their school community. A local cable outlet was so impressed with the product that it began to air it on a regular Monday 7:00 p.m. time slot. The program attracted community attention and support. Attendance improved, student involvement grew and a school that was once perceived as "a bad place" to send children experienced a turn around. The School Board was so impressed with the positive results of the program that it has made it an elective. Sixty students enrolled in the two classes offering the course this term. The program includes students' concerns with drugs, pregnancy, behavior and also calls attention to role models in the community. Several students volunteered to keep the program alive and continued to tape segments during the summer months. A full length program was devoted to the summer Junior Police training and participation. School morale, faculty pride and community support for the school has dramatically improved and this project was responsible.

VISIONQUEST.

Program Director: Robert Burton, President, VisionQuest, P.O. Box 12906, Tucson, Arizona 85732. (602)881-3950
Kids are challenged to earn their way into VisionQuest by completing physically and emotionally demanding wagon trains, wilderness programs or sailing experiences. The setting is outdoors where natural resources, animals and movement become the environment for change, taking the place of stationary institutions or group homes where dead time and TV therapy are too evident. Family involvement is essential. The troubled youngster reflects problems in the dynamics of the family. Commitment to the family must be evident, whether it means 24-hour availablility or the willingness of the counselor to move into the home. VisionQuest successfully intervenes by placing the youth in a school setting where behavioral control by teachers is considered as essential as textbooks. In this setting, each child works through his or her rage as emotional issues are dealt with and laid to rest. Only then can academic issues become a focus. VisionQuest is set up as a competitive business, where competence, success and change are encouraged and where mediocrity and cynicism are not tolerated. This positive ethic in the organization carries over into expectations of youth in the program.

CHARACTER EDUCATION.

Program Director: B. David Brooks, Ph. D., Vice-President, Thomas Jefferson Research Center, 1143 North Lake Avenue, Pasadena, CA 91104. (213)434-2281
Character Education focuses on two of the central challenges facing public schools today -- improving student behavior and building better citizens. This program enables classroom teachers to help children develop personal values and improve personal behavior. Concept development requires free discussion with others. Hence, discussion by students is an essential part of character education. The program helps the child develop his/her personal values. It is based on the belief that the child who considers all available facts about the likely consequence of his/her behavior will choose to behave in ways which are satisfying to him/her and beneficial

to society. There is evidence that students in the Character Education program showed more progress toward improved behavior than students in control schools. An independent research study concluded that when used at the early and middle elementary grades, the American Institute for Character Education Curriculum does, in fact, improve character related behavior, particularly in the following areas: honesty, truthfulness, kindness, generosity and helpfulness.

OMEGA HOUSE - A YOUTH PROGRAM THAT WORKS.

Project Director: Mark A. Miller, Executive Director, Omega House, Inc.
790 Sutro Street, Reno, Nevada 89512. (702)329-2255

Omega House is a private, non-profit, non-residential counseling agency open to high school aged boys and girls with substance abuse involvement. Parents of clients are required to participate in counseling. Services provided by the agency include a high school learning center Monday through Thursday from 9 a.m. to 3 p.m., recreation, vocational exploration, individual and group counseling in the areas of substance abuse, jobs/careers, family, education and personal development. The Omega House program is designed to be a place where the clients can feel at ease in a non-threatening environment as they work on self-improvement. It is intended to help clients acquire more interests, develop a greater sense of independence, to teach them how to take control of their lives in a positive way and to help them elevate their self-concepts.

PEER CULTURE DEVELOPMENT, INC.

Project Director: Sonny Luster, Executive Director, National Training Academy, 222 W. Adams Suite 1381, Chicago, Illinois 60606. (312)236-4607

Peer Culture Development (PCD) feels that the power of peer influence may be mobilized as a strong deterrent to delinquent behavior, given that "the most powerful influence on the life-style of any teenager is other teenagers." While a major emphasis in the Peer Culture Development program is on dealing with youths before they come in contact with law enforcement agencies, Peer Culture Development groups often deal with youth after such contact. A major effort is made by program personnel, participants and teachers to identify problem youth within the school and help them before the contact occurs. Through forming positive peer groups of twelve to fifteen youth who meet daily in each school to work on problems of negative behavior and to resolve troublesome situations, a positive and constructive atmosphere in the school is created. The group members are chosen for their leadership ability on recommendation by teachers, administrators and other youth. Others are referred for help by school authorities or community youth agencies. Some are indigenous leaders of the student body, others are disaffected youth who tend to lead or follow in a negative direction. Both positive and negative group members benefit from being given a helping role in the dynamic group process.
Each group meeting progresses through the following stages:

.....Individual reporting of problems
.....Awarding of meeting to the youth with the most serious problem that day
.....Actual problem-solving discussion
.....Summary of salient points by the group leader

Group meetings are not leader dominated. The leader serves as a facilitator of discussion and keeps the problem-solving process moving toward value

decisions and positive action. Group members are pledged to strict confidence. A high trust level is essential to the group process. Students who violate confidentiality may be excluded from the group. Three values basic to our way of life underlie the program. They are:
.....You have no right to hurt yourself.
.....You have no right to hurt another human being.
.....You have an obligation to help other people.
Peer culture Development helps youth internalize these values and thus develop a positive life-style.

THE WAI'ANAE INTERMEDIATE STUDENT LEADERSHIP (WISL) PROJECT.

Project Director: Leonard C. Beckum, Ph. D. Project STRIDE Director, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. (415)565-3079
The program was initiated because of school administrators' concern about the need to improve climate at the Wai'anae Intermediate School. The low SES students were mainly from Hawaiian and part-Hawaiian families (in addition to Oriental, Filipino and a few Samoan families) in a community of high crime and violence against tourists. This crime and violence was reflected in the school. Fifteen traditional and fifteen non-traditional eighth grade leaders were selected and trained in communication techniques and problem-solving skills by STRIDE staff. Then mini-teams of one adult and two students each trained groups of 25 seventh graders, with 500 trained over two days. Teachers received three hours of training in conflict and classroom management skills that would reinforce the skills learned by students. In a second project phase, follow-up training was held for thirty eighth grader leaders (trained as 7th graders in the spring), who in turn spent two days training new 7th graders. The STRIDE staff again worked with teachers on classroom management concerns. The thirty student leaders remained involved during the year, assisting with various events and orientations. After two years school climate improved significantly. According to Principal Wendell Staszkow, the leadership project has had a great effect on these improved conditions. The students have started to assume responsibility for what happens in school and have started to make positive changes.

RECIDIVISM PREDICTION.

Project Director: Judge John M. Brundage, Calhoun County Juvenile Court, 315 West Green Street, Marshall, Michigan 49068. (616)781-0830
The Calhoun County Juvenile Court developed a plan to construct a statistically reliable instrument that would accurately predict recidivism. The "Recidivism Predictor" instrument was developed through research funded by the Law Enforcement Assistance Administration. Research forming the basis for the Recidivism Predictor project compiled and analyzed data from over 10,000 cases. The Court evaluated over one hundred different variables regarding the child's home, personal, school and social characteristics. These variables were correlated by computer application to longitudinal recidivism research conducted on each case. An initial model was completed, tested and revised during 1979, and the finished instrument was implemented in January, 1980. Each youth coming under the jurisdiction of the Calhoun County Juvenile Court is evaluated by the instrument and is subsequently assigned a score which reflects his probability of becoming a recidivist delinquent. Utilizing the results

of this instrument, Juvenile Court administrators implemented new programs to address high risk juvenile offenders by developing a system of caseload distribution pursuant to predicted recidivism risk levels. For example, extremely high risk juveniles are assigned to the Court's Intensive Probation unit of four caseworkers. The maximum caseload for this unit is 30 youth. Other high risk youngsters are placed on caseloads of less than 20 per probation officer. Conversely, medium risk offenders are assigned to larger caseloads and low-risk youth are diverted from probation entirely. The development and management application of the Recidivism Predictor and caseload distribution has produced remarkable results. There has been a 27% reduction in felony recidivism between the years of 1977 and 1982 and this has specifically met the Court's goal of reducing serious juvenile crime in the community. In addition, there has been a corresponding reduction in the number of days care provided to Calhoun County Youth in public and private institutions. This has amounted to a tremendous cost savings at a time when budget reductions have occurred. For the reason that these efforts have resulted in reduced juvenile crime by developing programs within existing resources, it is my opinion that such programs can be successfully implemented in other communities.

FLORIDA CENTER FOR CHILDREN AND YOUTH.
Project Director: Candace L. Houston, Executive Director; Laura Rouzan, Youth Coordinator, 305 W. Blount Street, Tallahassee, Florida 32301. (904)222-7140
The need for youth involvement became apparent to the Florida Center for Children and Youth several years ago. The Youth Advocacy Committee was organized as a result of this need. Youth advocates have received training in the areas of organizational skills, communication skills and advocacy skills. In addition, we have researched and written papers on such subjects as: peer counseling, mental health, child abuse and foster care to name a few. Our research findings stimulated the following projects:
CONFERENCES Annually for the past two years, the Youth Advocacy Committee has coordinated and presented a youth conference with workshops on subjects such as juvenile justice, mental health, etc. In addition, the Youth Advocacy Committee contributed to several conferences for adult advocates.
FOSTER CARE Our direct involvement with a foster child led to in-depth research of the foster care system. Specifically , we studied and then portrayed the case histories of six foster children on videotape. The tape is now being used to educate people throughout the state about the foster care system and the feelings of children within it.
PEER FACILITATING Our concerns about the vast array of problems facing school aged youth (suicide, drug abuse, pregnancy, alcoholism, etc.) prompted us to look into the feasibility of establishing a peer facilitating program in our local school district. To build support for establishing a program in our local schools, our research paper describing several "model" peer facilitating programs has been distributed to school officials throughout Leon County. An educational slide presentation is being designed for presentation to the local school board in hopes of have a peer facilitating program adopted in Leon County.
MENTAL HEALTH Our goal in mental health care is not only to let people know about how institutionalized kids feel but to make them aware of programs and alternatives that in many cases keep kids out of institutions.
STUDENT REPRESENTATIVE YOUTH ADVOCACY COMMITTEE We are organizing the

formation of a youth advocacy network in Leon County to involve the students of various high schools in our activities and enable them to participate in our upcoming youth conference. Future plans include placement of university interns at the Center and the organizing of youth advocacy groups in each high school with the provision of necessary training and information. If all goes as planned, the Student Representative Youth Advocacy Committee will serve as the beginning of the formation of a statewide network of youth advocates in Florida.

THE CHILDREN'S AID SOCIETY'S PINS (PERSONS IN NEED OF SUPERVISION MEDIATION PROJECT.

Project Director: Margaret L. Shaw, The Children's Aid Society, 105 East 22nd Street, Room 514. (212)949-4929
Referrals to the project come from Probation and Legal Aid and Corporation Counsel attorneys, who contact a liaison worker with an office located right in the court building. If the family agrees to mediation, the liaison worker conducts an assessment interview and assigns an appropriate mediator. Mediators are lay volunteers recruited from the community and trained in conflict resolution skills and techniques. In mediation, the parent and child meet with this neutral third party who encourages them to communicate with each other, to reframe the issues and to find solutions in the form of a written contract which is kept and monitored from week to week. The mediator meets with the family for up to four sessions so that the contract can be modified and strengthened, and additional problem areas addressed. In contrast to court, mediation helps parents and children to see the situation as a "family problem" and not simply as one involving the child. Far from intensifying parent/child isolation, mediation ameliorates it by facilitating communication between parent and child and by approaching the problem as one they can resolve together. Mediation can offer a time-limited and cost-effective, viable alternative to the court system in status offender cases.

NATIONAL PARENT TEACHER ASSOCIATION DISCIPLINE PROJECT.

Project Directors: Jim Bean, Chairman, Nevada PTA Education Commission, Ann Lynch, National PTA Vice President, Region VIII, Mary Lou Moser, Past President, Nevada PTA, 405 Marsh Avenue, Reno Nevada 89509 (702)784-4958
The National PTA launched a nationwide Discipline Project in Fall, 1981. The project's purpose was "to develop programs that assist parents and teachers in their cooperative role in training young people to become progressively more self-disciplined so that these young people may live happy and productive lives. The Nevada PTA's Education Commission's project focused on 1) information to parents and teachers on Parent Effectiveness Training and Teacher Effectiveness TRaining, 2) parents, teachers and administrators or counselors working together with children in the classroom, and 3) a pre-packaged Law Related Education Curriculum (filmstrips, tapes and reading materials), on two levels grades K-1 and 2-3, developed by the Law in a Free Society Project, Dr. Charles Quigley, director, with the help of the California State Bar Association, plus other federal funding. The approach was 1) to hold meetings with the teacher, principals, counselors and parents who volunteered to help teach

the concepts, 2) shared the materials among the six project elementary schools, 3) taught the concepts through the various activities of the materials, 4) collected samples of student work, and observations and comments from the school staffs and parents, and 5) related to the public, via news releases and articles, that PTA was in fact working on self-discipline in the public schools.The important point was that young impressionable children were busy dealing with privacy, authority and justice -and they were doing these activities with parents and teachers in the classroom!

DAY TREATMENT FOR DELINQUENT YOUTH: AN ALTERNATIVE TO RESIDENTIAL CARE.
Project Director: Marlys Schutjer, M.S.W. Consultant, Division of Child Welfare Licensing, Michigan Department of Social Services, 2350 West Stadium Blvd., Ann Arbor, Michigan 48103 (313)994-1877
Delinquent youth are retained in their parental homes while attending day treatment up to 55 hours each week, receiving family therapy, tutorial educational services, survival skills, recreational activities and individual and group counseling. It was found that 84% of the day treatment program youth were able to avoid further court action subsequent to leaving the program. Enrollment was for an average of 6.8 months and the cost for treatment was less that half of that required for residential care. Major positive features of this model are considered to be the non-disruption of the family and continuity of living environment for the youth, thus enabling treatment interventions to include the family and to focus on problems immediately relevant.

YOUTH LEADERSHIP FOR ACTION.
Program Director: Cathy Berger Kaye, Constitutional Rights Foundation, 1510 Cotner Avenue, Los Angeles, California 90025 (213)473-5091
Youth Leadership for Action provides a year-long comprehensive leadership experience and training for forty high school students in Los Angeles and Orange Counties. Through intensive youth and adult professional interaction, on-site internships and workshops, project youth apply the skills they have learned on their own high school campuses. Students spend the summer gaining experiences and identifying resources to foster a wider range of educational opportunities in their school communities. Youth leader projects on campus involve many additional students and utilize community volunteers as resources and guides. The program results in young people taking responsibility for improving their own learning climate. The interaction between youth and community is the foundation of the Youth Leadership for Action program. Each student spends four days as an Intern in a law-related setting, such as the City Attorney's Office, Juvenile Court, District Attorney's Office, Community Development Agency and Victims Witness Assistance Program. The Internships afford students an opportunity to learn about the legal system first hand from the professionals who make the process work. Students continue to learn about the court system as they visit with judges and attorneys as part of a "scavenger hunt" -- resource identification activity. This experience and knowledge comes to fruition in the fall, when youth leaders initiate participation in Mock Trial Competitions at their own schools. During the competition, students assume the roles of attorney and witness, complete research

tasks and analyse data as they receive guidance from attorney coaches. Research indicated that an increase in information and identification with the court system directly correlates with a decrease in the alienation from the system that can result in violent behavior. Community involvement creates a network of support for the youth, as resource people provide role models for youth both on campus and at their worksites. A core of 36 volunteers have established an on-going "Mentor Program", making a year-long commitment to assisting the students as they devise and implement their leadership projects. Students continue to assess the needs of their peers on campus and design projects to accommodate these needs. Additionally, students will conduct a conference this Spring -- Students and the Law. The Youth will conduct necessary research on a variety of themes and involve the community in their presentations. One hundred fifty high school students are expected to attend. Youth Leadership for Action bridges the youth and community gap, creating a viable framework for interaction and increased understanding.

YOUTH EMERGENCY SHELTER PROGRAM.
Project Director: Debbie Kennedy, Executive Director, Foster Youth Services, 190 East Liberty Street, Reno, Nevada 89501. (702)323-6296
Foster Youth Services is a non profit agency dedicated to serving local youth and families. The youth emergency shelter component focuses on runaway, pre-runaway and homeless youth and their families. The agency provides crisis counseling, temporary shelter, educational services, arranges counseling sessions for parent or guardian, refers and coordinates other appropriate services and provides aftercare. Foster Youth Services' main objective is to reunite the natural family unit, that alone may encompass a variety of tasks. The focus of delivery is on prevention and support, building bridges of communication among all those concerned with meeting the life requirements of youth and their families. Foster Youth Services believes in families and is working diligently to prevent runaway episodes from occurring and to help youth solve their problems in a more appropriate way.

PARENTS IN CONTROL (P.I.C.).
Project Director: Gregory Bodenhamer, Program Director, Back In Control Behavior Consultants, 2555 East Chapman Avenue, Suite 213, Fullerton, California 92631. (714)870-8021
"Parents In Control" is a four week program to train parents of delinquent, incorrigible and truant children how to stop their children's misbehavior. In the first session, parents and children learn why children misbehave, why parents haven't been able to control misbehavior and how to control everything from stealing to substance abuse; bedwetting to chores, and truancy to running away. In four weekly meetings (more, if necessary), the PIC trainers ask each family to share their efforts at bringing their children's misbehavior under control. Within the daily experiences of each family, parents are shown step by step, how to restore parental authority over delinquent and incorrigible behavior. This program uses the unique "Back In Control" approach (Back In Control - How To Get Your Children To Behave, Prentice Hall, March 1983) that shows parents, teachers and other adult authority figures how to make children obey adult rules without negotiating, compromising, punishing, "logical consequences", or the "tough love" approach of kicking problem kids out of the home. Parents In Control receives no funding from government or charitable agencies and no fees are collected from client families.

The program is a community service of the Back In Control Behavior Consultants, and is open to families referred by the juvenile courts, probation departments, children's protective servces, school attendance review boards and police diversion agencies of Orange, Riverside and San Bernardino Counties, California. Since its inception in 1976, thousands of families have used its services.

DEVELOPING STUDENT RESPONSIBILITY FOR VIOLENCE ON THE HIGH SCHOOL CAMPUS.

Project Director: Richard H. Tuttle, Assistant Principal, 777 Williams Road, Salinas, California 93905. (408)424-2811

The Conflict Resolution Team is composed of approximately 30 students with 6 adult staff members -- 2 counselors, 1 conflict intervention specialist, 1 community/school advisor and 1 administrator. Student members are recommended by all staff members and may be self-referred. Students who have been involved in conflicts and are borderline suspension cases in leadership roles are co-opted into involvement with the Conflict Resolution Team with the intent of offering them alternative skills in dealing with conflict. Training for newly selected C.R.T. members is provided by senior members under the supervision of the advisors. Training includes how to defuse rage, knowledge of the role peer pressure plays in the school system, dispelling rumors, dealing with racial slurs, identifying sex role bias, use of appropriate terminology and knowledge of school law, the State of Education and district and school policy. This program has had a tremendous effect upon the over-all school climate. The Conflict Resolution Team provides the opportunity for students to help resolve student conflicts and to encourage attitudinal changes which will reduce the potential for violence by demonstrating alternatives to hostile or aggressive acts as the solution to conflict. C.R.T. members are currently making community education presentations about conflict resolution throughout the Salinas community.

NATIONAL CITY PROJECT FOR URBAN STREET YOUTH.

Project Directors: Daniel C. Jordan, Ph. D.; Robert Humphrey, Ph. D.; Brad Humphrey, National University, Department of Education, 4141 Comino Del Rio, S., San Diego, California 92108. (619)563-7416 or (619)435-3851

In 1980 Rand Corporation identified National City, a suburb of South San Diego, as being one of the fourteen worst "Social and Urban disaster areas in the country." Criteria used in evaluating such areas included drug and alcohol abuse, suicides, vandalism, social violence, high school drop out rates, urban warfare between street gangs and inter-racial conflicts. It was in this environment that a project based on the ANISA Educational Model (Dr. Daniel C. Jordan) and a Dual-Life Value Theory (Dr. Robert Humphrey) was designed and implemented with the primary objective of rehabilitating urban street youth and decreasing social violence and drug and alcohol abuse. The underlying assumptions in designing the program were that value conflicts, emotional and volitional problems and poor physical health combined to perpetuate a cycle of social and self destruction. The program targeted Mexican-American youth. This group was chosen because of its high school drop-out rate (40 to 50%) and because it appears to be caught in a bi-cultural values conflict. Individuals, each with a variety of problems, were referred to the program by the local police department. The program itself revolved around a "boxing school" which served as a front to lure youth into a subtle rehabilitation program. Once a student became involved, the "Machismo" image was played upon to further involve the youth. The program progressed from boxing to a cardio-vascular fitness project to a type of self-development program involving drug education, nutrition, values clarification and affective and volitional development. Activities included boxing, jogging and the keeping of a personal self-development notebook. Students were given total responsibility for their own decisions including their use of language and whether or not to use drugs. However, the consequences of their decisions were precise; e.g. failure to complete an activity resulted in school membership being temporarily revoked. Emphasis was placed on the student-teacher relationship. Teachers had to be excellent role models by practicing what they preached and students evaluated teachers on the basis of the life style improvements. Beginning with one teacher and a few street gang leaders, the program rapidly escalated into a two teacher/30 student school and now has a waiting list of over 100 street youth. Students have become enthusiastic promoters and participants; have significantly reduced their amount of drug and alcohol usage; improved their physical, mental and and emotional constitution; progressed in their ability to perform intellectual tasks and to assume self and social responsibility. Only three youth have been "demoted" to the school waiting list! The program has also had a dramatic impact on the greater San Diego community. Five other schools have requested to learn how to set up similar programs. Furthermore, it has gained the respect and attention of the news media to the extent that a public broadcasting network (KPBS) has filmed a documentary on the program which is scheduled to be released in early 1983.

WISNER ALTERNATIVE SCHOOL.
Project Directors: Dr. Jo Nebeker; Associate Directors, Marge Kalec, Frank Zoch. The School District of the City of Pontiac, 1700 Baldwin, Pontiac, Michigan 48055. (313)857-8336
The goal of the Wisner Alternative School (Jr. High) was to teach students those skills necessary for their survival in the schools from which they had been suspended for incorrigibility, assault, possession of weapons, controlled substance abuse, insubordination, fighting and truancy. Many of these students had been adjudicated through the juvenile court system. Six teachers specially selected and trained acted as Youth Advocates for multi-age and grade groups teaching academic, behavioral and interpersonal skills. Wisner students became involved in many Youth Involvement activities. They volunteered as tutors in elementary schools, readers and companions in rest homes for the elderly, as peer tutors, aids for teachers and in special helping projects in the schools and community. Through these experiences and their help through the Wisner program, they learned and accepted responsibility for their own behavior and gained new insights into the consequences of their actions. Parents of the students were involved in a variety of ways in helping their students. There were several significant impacts of the Wisner program. Perhaps of greatest importance was the fact that over 75% of Wisner students upon returning to their schools had greater success than they had prior to the Wisner experience. Attendance improved, study skills and academic performance improved as well as peer and adult relationships. They were less disruptive, explosive and more productive. Letters of support and commendations were sent by parents to the Board

of Education testifying to the successes their children were experiencing at Wisner. For many of these children, it was among their first success experiences in a school setting.

OAKLAND UNIVERSITY'S YOUNG VOLUNTEERS IN ACTION.

Project Director: Jacqueline Lougheed, Ph. D., Oakland University, Rochester, Michigan 48063. (313)377-3C97.

Oakland University's Young Volunteers In Action (YVA) program is one of seventy-five projects currently funded by ACTION. ACTION, the National Volunteer Agency, involves 14 to 22 year olds in non-stipended volunteer activities designed to benefit low-income communities and to provide service-learning opportunities for the volunteers. Each project has been funded for a full year, September, 1982 through September 1983. This national effort is designed to channel the energies and resources of young people who represent this country's greatest resource. Oakland's Young Volunteers In Action project is recruiting 200 volunteers to perform 50 hours of volunteer service for a total of 10,000 hours. At this time, the project has young volunteers performing a variety of volunteer services in the schools and community. These activities include serving as peer tutors, assisting counselors, working in school offices, assisting teachers, visiting home bound students, assisting the elderly, working in a home for abused and neglected young people and a residence for adjudicated youth. Ten thousand hours of volunteer activities create a tremendous impact. The impact is at least twofold. The Young Volunteers In Action are acquiring new skills and involved in new leadership roles and roles of responsibility in helping others. Activities are designed to provide experiences which are career and future oriented. Those who are being served by these volunteers are also winners. Recipients of these services are being provided support and in many cases, companionship which would not be provided except for our YVA. This impact will not be short lived but will continue to influence both the volunteers and those they have served long after the project ends. In this serving, YVAs are helping to improve the quality of life through service to others and are setting a model for all to emulate.

PROJECT TOGETHER.

Project Director: Allan Kakassy, George Washington High School, Los Angeles City School District, Los Angeles, California. (213)757-9281

The impetus for the program came from the students who were concerned that they had little control over problems affecting them. As a result, Allan Kakassy, Social Studies teacher, initiated the project. Each homeroom has about two Peer Counselors who meet regularly. In addition to counseling their peers, the counselors go on field trips, visit other schools to discuss the program and speak before organizations and groups. Allan Kakassy attributes the success of the program to the fact that students are placed in positions of responsibility -- in a position to affect change in their lives. "You have to give students the chance to do something for themselves. Peer Readers, Peer Education Advisors, Peer Career Advisors, Peer Tutors, Peer Painters, Peer Exchangers, Peer Speakers, Peer Coordinators and Peer Pals (students who greet new students and make them feel welcome), Peer Priders (students who maintain the cleanliness and beauty of the campus), Peer Sports and Gamers (intramural activities) and Peer Justices are some of the roles the students assume.

Most activities are scheduled during homeroom, during nutrition and lunch and before and after school. During homeroom each Monday, all Peer Counselors usually meet in the auditorium for announcements and to be briefed on the week's events. Most weeks there is a Peer Counseling Agenda including a general theme, thought for the day, a list of discussion questions and other activities. Student involvement concept offers fresh hope to students and adults alike. Potentially, student involvement programs could become rallying points for students, parents, teachers and administrators to come together and act to renew school spirit, pride and unity.

LAW IN A FREE SOCIETY: A PROJECT OF THE CENTER FOR CIVIC EDUCATION.

Project Director: Charles N. Quigley, Executive Director, Law in a Free Society, Suite 1, 5115 Douglas Fir Drive, Calabasas, California 91302. (213)340-9320

The Law in a Free Society program addresses the need to increase students' understanding of constitutional democracy, their skills to function as effective and responsible citizens and their willingness to use democratic processes to make group decisions and resolve conflict. The curriculum is developed around eight concepts which are basic to an understanding of social and political behavior -- authority, privacy, justice, responsibility, participation, diversity, property and freedom. Materials for teachers have been developed for each of these concepts.

A variety of creative teaching methods are suggested and described, including case studies, Socratic inquiry, mock trials, moot courts, administrative and legislative hearings and small group problem-solving discussions. Teaching strategies that foster true interaction and joint work among students are emphasized. The curriculum also provides guidelines for the use of community resource people in the classroom. Law-related education directs student attention to the reasons law is created, how the law operates through the civil and criminal justice stystem, how difficult yet important it is to attain justice under law. The research shows that knowledge gain and skill acquisition in this arena affect directly the student's adherence to the law--a small but statistically significant effect.Of greater importance, but linked to the interest youth display for the content of Law-Related Education, is the use of teaching strategies which appear to facilitate attachment and commitment of students to the law and to education. In classes where instructional strategies and techniques were used systematically as prescribed reduction in delinquent behavior (compared to control classes) occurred.

The Second National Symposium to Decrease Violence
Youth Involvement and Juvenile Justice Programs

FOCUS ON YOUTH

PRESENTERS

David A. Barbar, County Extension Youth Agent, Washoe County 4-H Clubs, P.O. Box 11130, Reno, NV 89520. (702)784-4899

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Wendell Staszkol, Principal, Wai'anae Intermediate School, 85-626 Farrington Highway, Wai'anae, Hawaii 96792. (808)696-2922

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Joseph G. Weis, Ph. D., Director, Center for Law and Justice, University of Washington, 1107 N.E. 45th Street, Room 505, Seattle Washington 98195. (206)543-1485

Judith Wilczak, Ed. D. and Joseph Wilczak, Co-Directors, Dante Learning Center, 128 H Escondido, Stanford, CA 94305. (415)948-6615

Harry Massoth, Former Executive Director, National Conference of Christians and Jews of Northern Nevada; Researcher, Gallatin Valley Seed Company, 613 8th Avenue North, Buhl, Idaho 83316. (208)543-5544

The Second National Symposium to Decrease Violence
Youth Involvement and Juvenile Justice Programs

PROGRAM SCHEDULE

Sunday, January 9

6-7 p.m.	Registration - No Host Reception	Utah/Idaho Rooms
7-9 p.m.	Arizona/California Rooms	
FACILITATOR:	"Overview of the Second National Symposium." Adele Somers, Ed. D. Community Development Consultant Continuing Education, University of Nevada Reno	
WELCOME:	Mayor Barbara Bennett, City of Reno	
PRESENTERS:	"Putting Serious Juvenile Crime in Perspective." Hunter Hurst, Ph. D., Director, National Center for Juvenile Justice, Pittsburgh, Pennsylvania	
	"Prevention of Serious Delinquency." Joseph G. Weis, Ph. D., Director, Center for Law and Justice, University of Washington	
	"Our Solutions to the Problems---Telling It Like It Is." Youth Presentation - Washoe High School Students Candy Fife, Educator, Washoe High School	
	"A Tribute to Daniel C. Jordan: Visionary, Educator and Humanitarian." Harry P. Massoth, Former Executive Director, National Conference of Christians and Jews; Researcher, Buhl, Idaho	

Monday, January 10

8-9 a.m.	Registration	Utah Room
9-10 a.m.	Arizona/ California Rooms	
FACILITATOR:	Virginia Cain, Curriculum Director National Council of Juvenile and Family Court Judges	
PRESENTERS:	"Federal Initiatives Designed to Prevent Youth Delinquency and Vandalism." Gregory Humphrey, Director of Legislation American Federation of Teachers, Washington, D. C.	
	"Effective Strategies for Reducing School Violence Through Interagency Cooperation." Glen Scrimger, Supervisor, Department of Justice School Safety Center, California Department of Justice Rory Elder, School Crime Prevention Specialist, California Department of Justice	
10-10:15 a.m.	Break	

10:15-11:30 a.m.	Arizona/California Rooms
FACILITATOR:	Leonard Dalton, Ed. D. Superintendent Washoe County School District
PRESENTERS:	"Creative Approaches to Decrease Violence." Caroline Gillin, Ed. D. Deputy Secretary Regional Representative, U. S. Department of Education, Region V, Chicago, Illinois Jacqueline Lougheed, Ph. D. Professor, Oakland University, Rochester, Michigan
	"Peer Culture Development, Inc. - Delinquency Prevention in the Public Schools." Sonny Lester, Executive Director, Peer Culture Development, Inc. National Training Academy, Chicago, Illinois
	"Energizing Your Leadership Potential: Wai'anae Intermediate School Leadership Project, State of Hawaii." Leonard Beckum, Ph. D. Executive Project Director, Far West Laboratory, San Francisco, California Wendell Staszkol, Principal Wai'anae Intermediate School, Wai'anae, Hawaii
11:30-1 p.m.	Lunch - On Your Own
1-2:15 p.m.	Arizona/California Rooms
FACILITATOR:	Edmond J. Cain, Ed. D. Dean, College of Education University of Nevada Reno
PRESENTERS:	"Juvenile Restitution: The Accountable Alternative." Michael S. Katz, President, National Juvenile Restitution Association Charles E. Springer, Supreme Court Justice, State of Nevada
	"Restitution Programs for the Serious Juvenile Offender - Report on Federal Restitution Initiatives." Peter Schnieder, Ph. D. Co-Director, Institute of Policy Analysis, Eugene, Oregon
	"Law-Related/Civic Education and Delinquency Prevention: Law in a Free Society Approach." Jack Hoar, Consultant to Law in a Free Society; Social Studies Consultant, Long Beach Unified School District.
2:15-2:30 p.m.	Break
2:30-3:30 p.m.	WORKSHOP SESSIONS - SPOTLIGHT ON YOUTH INVOLVEMENT AND JUVENILE JUSTICE PROGRAMS
3:30-4:30 p.m.	WORKSHOP SESSIONS - REPEAT

SESSION I. Utah Room - Main Floor

FACILITATOR: "Education and Juvenile Justice - Importance of Communication between Schools and Courts."

PRESENTERS: Virginia Cain, Curriculum Director, National Council of Juvenile and Family Court Judges."

"Day Treatment for Delinquent Youth: An Alternative to Residential Care."
Marlys Schutjer, M.S.W., Consultant, Michigan Department of Social Services, Ann Arbor, Michigan

SESSION II. Idaho Room - Main Floor

FACILITATOR: Randall Frost, Ph. D., Project Director
Sierra Nevada Job Corps, University of Nevada Reno

PRESENTERS: "Controlling Youth Gangs."
Vaughan Stapleton, Ph. D. Director, National Juvenile Justice System Assessment Center, American Justice Institute, Sacramento, CA

"Project Together: Reducing Vandalism, Violence and Gang Activity at Washington High School."
Raymond D. Terrell, Ed. D. Dean, California State University L.A.
Randall B. Lindsey, Ph. D. Project Director, The Regional Assistance Centers for Education Equity
George McKenna, Principal George Washington High School, Los Angeles Unified School District
Washington High School Students.

SESSION III. Arizona Room - Main Floor

FACILITATOR: Mary Lou Moser, Acting Secretary, Board of Regents, University of Nevada

PRESENTERS: "Mediating Between Parents and Children."
Margaret Shaw, Project Director, The Children's Aid Society's PINS ("Persons in Need of Supervision") Mediation Project, New York

"National Parent Teacher Association Discipline Project."
Jim Bean, Chairman, Education Commission, Nevada Parent Teacher Association; Project Coordinator, Research and Educational Planning, College of Education, University of Nevada Reno
Ann Lynch, Regional Vice-President National Parent Teachers Association.

SESSION IV. California Room - Main Floor

FACILITATOR: Ada Cook, Director of Special Programs, University of Nevada Reno

PRESENTER:	"Take the Time---A Slide Presentation on the Awareness of Youth to Their Environment and How Adults Need to View Their Universe." Frank P. Carmen, Administrator, Youth Services Division, State of Nevada
	SESSION V. Reno Room - 14th Floor
FACILITATOR:	Carlos Romo, Ph. D. Human Relations Officer, Community Services Agency of Washoe County
PRESENTERS:	"Implementing a Non-Assaultive Environment in School, Institutions and Families." Lee Rengert, Assistant Professor of Education, La Verne University, La Verne, California Michele Papen-Daniel, Assistant Professor of Behavioral Science, La Verne University, La Verne, California
	"The Conflict Resolution Team on the High School Campus." Richard H. Tuttle, Assistant Principal, Alisal High School, Salinas, California
4:30-6 p.m.	Arizona/California Rooms
	Film Festival
7-10 p.m.	Hospitality Suites - Rooms 1402 and 1404 Open for Discussion with Resource Persons Hosted by Nevada Parent Teacher Association
Tuesday, January 11	
9-10 a.m.	Arizona/California Rooms
GREETINGS:	Neal Ferguson, Ph. D. Dean, Continuing Education University of Nevada Reno
FACILITATOR:	Bruce Bogaert, Regional District Director Hugh O'Brian Youth Foundation
PRESENTER:	"Motivating Tomorrow's Leaders Today." Hugh O'Brian, President, Hugh O'Brian Youth Foundation; Film,Television and Stage Star; Starred in TV Series "Wyatt Earp."
10-10:15 a.m.	Break
10:15-11:30 a.m.	Arizona/California Rooms
FACILITATOR:	Superintendent Ted Sanders, Nevada State Department of Education

PRESENTERS: "Programs That Counteract School Crime and Violence in California."
Lawrence Harrington, Ph. D. Program Manager, School Attendance and School Environment Unit, California State Department of Education

"Outstanding Youth Involvement Programs to Decrease Violence from the Federal Perspective."
Eugene Gonzales, Ph. D. Secretary's Representative, Region IX, U.S. Department of Education, San Francisco, California

11:30-1 p.m. Lunch - On Your Own

1-2:15 p.m. Arizona/California Rooms

FACILITATOR: Chuck Gaw, President, International Association of Educational Security Personnel

PRESENTERS: "Community Resources Management Team: A Field Services Strategy for Coping with Diminishing Resources."
Herbert Sigurdson, President, Training Associates, Boulder, Colorado

"Vision Quest - Corrections of the Future. Action-Oriented Alternatives to Institutionalization."
Robert Burton, President, Vision Quest, Tucson, Arizona

2:15-2:30 p.m. Break

2:30-3:30 p.m. WORKSHOP SESSIONS - SPOTLIGHT ON YOUTH INVOLVEMENT AND JUVENILE JUSTICE PROGRAMS

3:30-4:30 p.m. WORKSHOP SESSIONS - REPEAT

SESSION I. Utah Room - Main Floor

FACILITATOR: "Omega House -- A Youth Program That Works - Substance Abuse Rehabilitation."

PRESENTERS: Mark A. Miller, Executive Director, Omega House, Inc.
Reno, Nevada
Youth Presenters

"4-H Galaxy --- A Youth Program to Develop Responsibility and Cooperation."
David A. Barbar, County Extension Youth Agent, Washoe County 4-H Clubs
Donna Margerum, Program Assistant, Washoe County 4-H Clubs

SESSION II. Idaho Room - Main Floor

FACILITATOR: Gene Hillygus, Dean, Development and Public Affairs, Truckee Meadows Community College, Sparks, Nevada

PRESENTERS:

"Character Education as a Strategy of Reducing Violence,
Vandalism and Disruptive Behavior."
David B. Brooks, Ph. D. Vice-President, Thomas Jefferson
Research Center, Pasadena, California

"Triad Education, A Non-Violence Formula."
David C. Morse, Chairperson, Counseling Department
Elk Grove High School, Elk Grove, California

SESSION III. Arizona Room - Main Floor

FACILITATOR:

Bertha Mullins, Youth Director, Community Services Agency of
Washoe County

PRESENTERS:

"On the Road Again - National and Local View of Runaway and
Homeless Youth."
Debbie Kennedy, Director, Foster Youth Services, Inc.
External Vice-Representative Region IX, National Network
Runaway and Homeless Youth, Reno, Nevada

Gerry Orton, President, National Network Runaway and Homeless
Youth Region IX, Tahoe Human Services, South Lake Tahoe,
California
Youth Presenters

"Developing and Managing Special or Funded Projects for
Youth Services."
Annette M. Gromfin, Consultant and Lecturer, University of
Southern California

SESSION IV. California Room - Main Floor

FACILITATOR:

Josephine Gonzalez, Executive Director, Nevada Inter-Tribal
Council

PRESENTERS:

"School Racial Conflict Prevention and Contingency Planning."
William A. Briggs, Conciliator, Community Relations Service,
United States Department of Justice, San Francisco, California

"One Room Schoolhouse + Work Training + College Courses
Keep Drop-Outs and Youth Offenders in School."
Joseph Wilczak and Judith Wilczak, Ed. D. Co-Directors
Dante Learning Center, Cooperative Work Training, Stanford,
California

SESSION V. Reno Room - 14th Floor

FACILITATORS:

Elsa Brizzi, Bi-Lingual and Paraprofessional Consultant,
Division of Compensatory and Intergroup Programs,
Office of Los Angeles County Superintendent of Schools

Victoria Iori, Executive Director, National Conference of
Christians and Jews, Northern Nevada

PRESENTERS:	"Spotlight on National Award Youth Involvement and Juvenile Justice Programs." Open Session to Share Information about the Award Programs."
6-7 p.m.	No Host Reception Reno/Sparks Rooms - 14th Floor
7-9 p.m.	National Awards Banquet - Convention Center - Main Floor
FACILITATOR:	Jim Toner, Director of Training, National Council of Juvenile and Family Court Judges
GREETINGS AND PRESENTATION OF AWARDS:	Dean Louis W. McHardy, Executive Director, Juvenile and Family Court Judges "Risin' Sun" Pop Rock Ensemble - Reed High School Youth. Jacque Coop, Reed High School Choral Director

Wednesday, January 12

9-11 a.m.	Choice of: 1. Tour Sierra Nevada Job Corps Center 2. Tour Omega House, Substance Abuse Rehabilitation Youth Program. Tour Foster Youth Services Center -- Program for Runaway and Homeless Youth. (Please sign up for tours at the registration desk. Transportation will be provided at the entrance of the Holiday Inn-Downtown Hotel).

Youths as Presenters and Reactors on Sessions.

Community Youth Involvement Program Exhibits Daily.